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STANDARD ONE

TERM - II

VOLUME 2

MATHEMATICS
ENVIRONMENTAL SCIENCE

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Department of School Education

Untouchability is Inhuman and a Crime

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MATHEMATICS

STANDARD ONE

TERM - 2



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MATHEMATICS

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E-Book

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Evaluation

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Unit 1 Geometry

Keywords
Square, Rectangle, Circle, Triangle

Recall

Who am I?







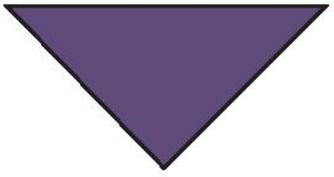
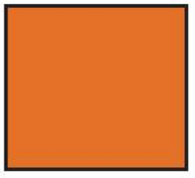



Teacher's Note

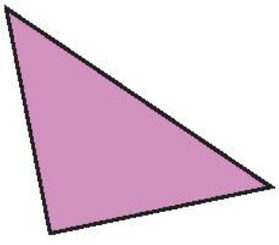
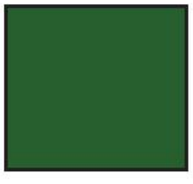
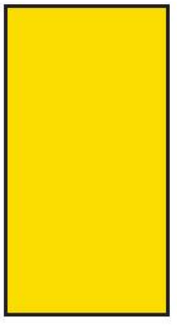
Call a student and tie a kerchief over her eyes. Give an object to the child to touch and feel. Ask whether it is flat or round? Continue the same with other objects.

Practice

How many corners are there?

How many edges are there?

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1.1 Introduction to basic shapes

Travel through

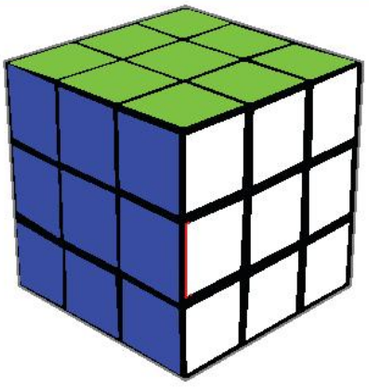
Shall we go to the shop?

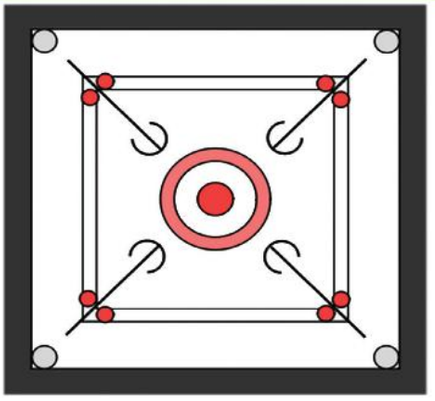


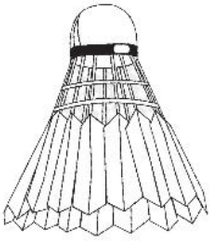
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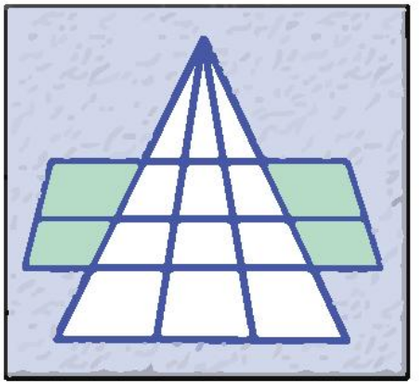
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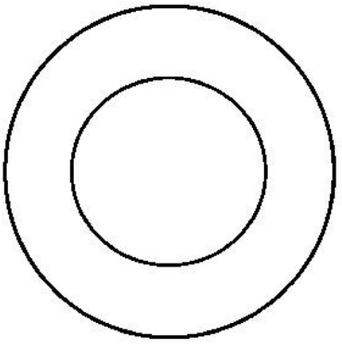
Look at the picture given in the previous page and colour the similar objects given below with the same colour.



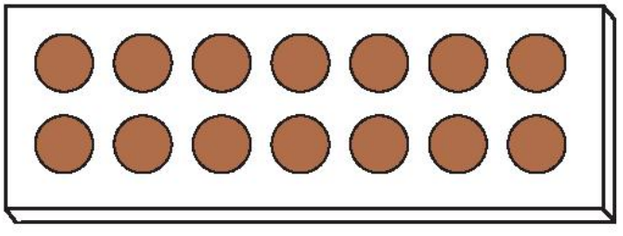










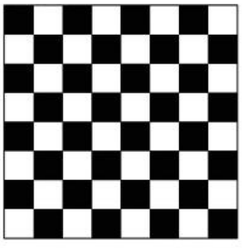




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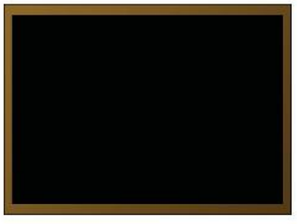
Learn

Let us learn the name of the basic shapes.


Square



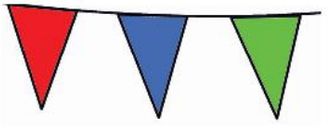


Rectangle





Circle





Triangle

Try this

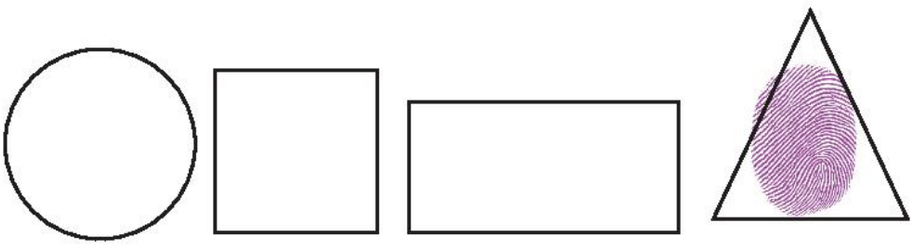
Can you suggest one more example for each shape?

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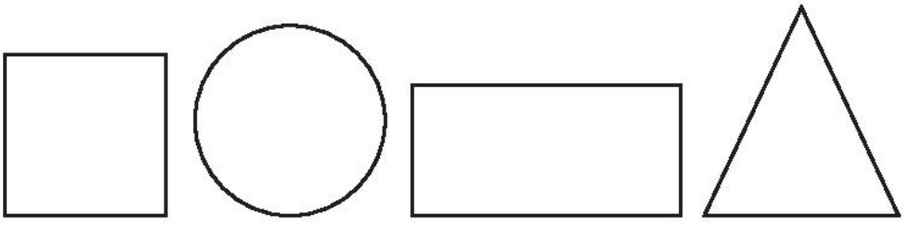
Practice

Place your thumb impression on the shape which is similar to the object.

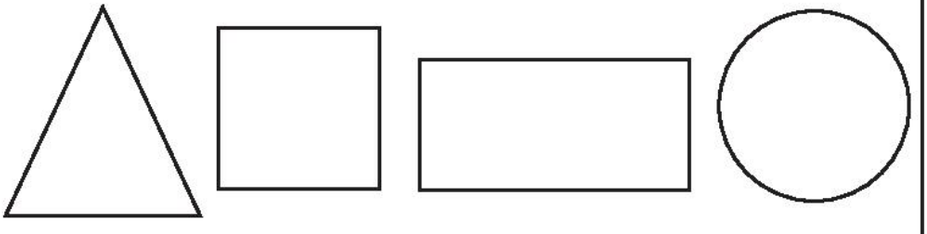




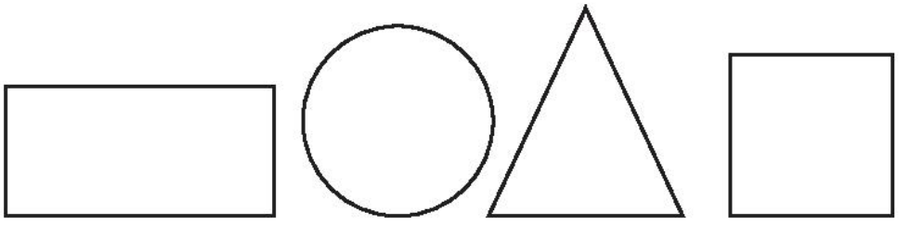












Activity

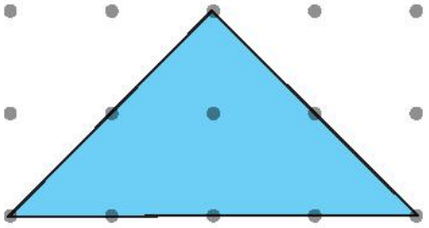
Play with clay

Create different shapes of your own using clay and display them.

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Try this

Join the dots and get different basic shapes. One is done for you.





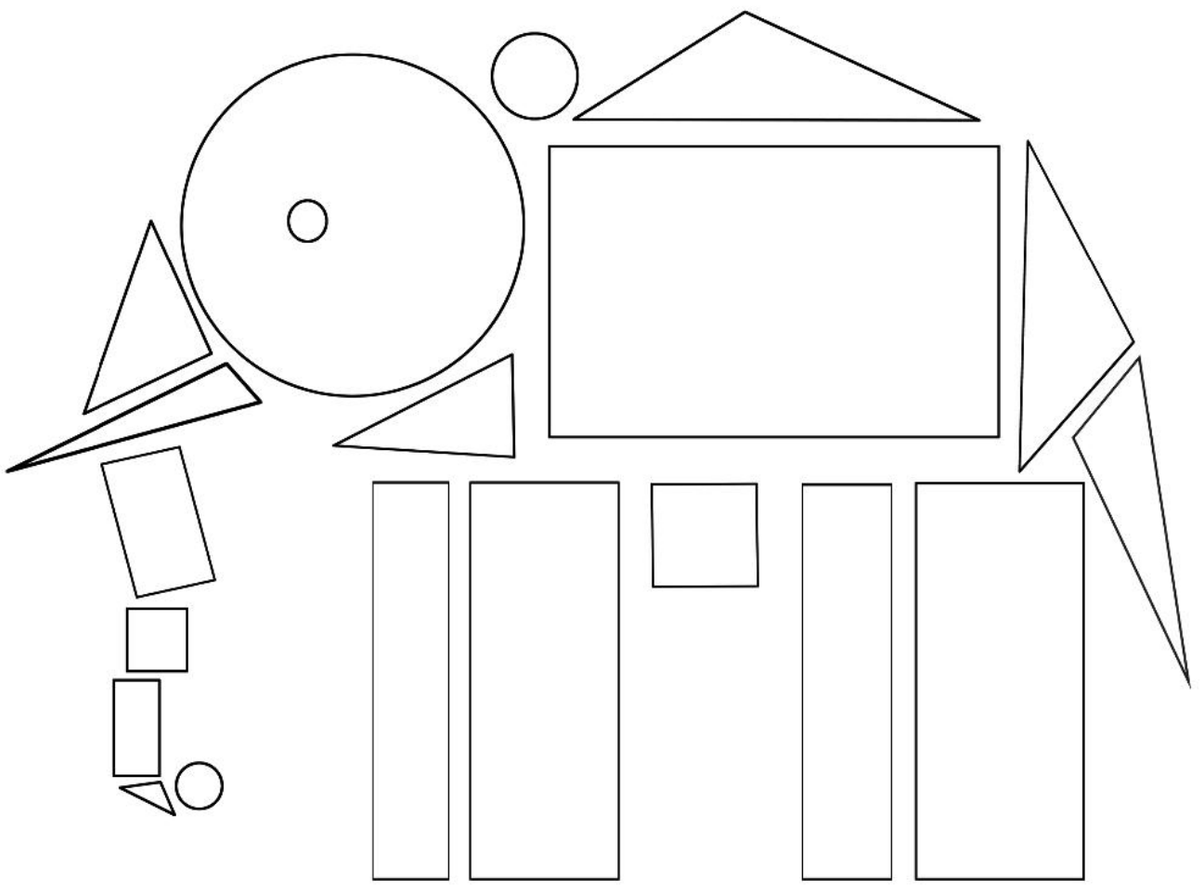
Think like a Mathematician

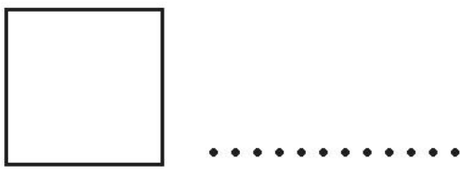
1. Can you draw basic shapes in different sizes using the given dots?
2. Can you draw a circle by joining the given dots?

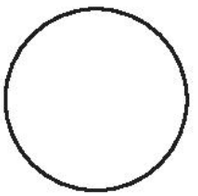
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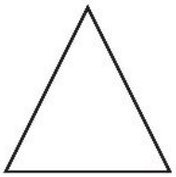
Pleasure time

In the given picture, shade the similar shapes with same colour. Count and write them below.





.....  .....



.....  .....

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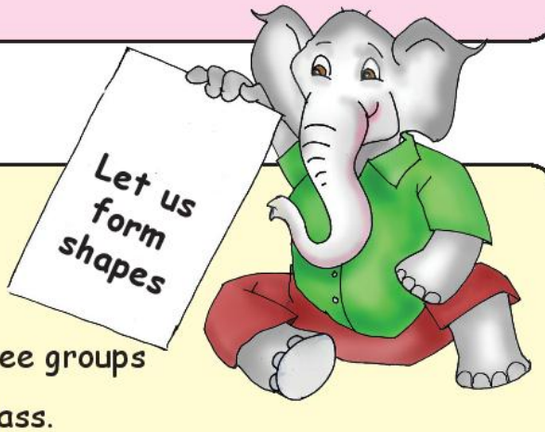
Game 1



Procedure:

- Draw the shapes of square, triangle, rectangle and circle on the floor.
- When the teacher starts clapping, students have to run around the shapes.
- When the teacher stops clapping, all the students should stand on any one of the shapes, as they like.
- Now the teacher can show any one of the shape cards. Then the students who are standing on that particular shape will clap and say the name of it loudly (Eg: If the teacher shows the '**square**' card, the students standing on the '**square**' shape will clap and say the name '**square**' loudly).
- Teacher can continue the game till the students get familiarized with all the shapes.

Game 2



Procedure:

- Divide the students into two or three groups according to the strength of the class.
- When the teacher says the name of any one of the shapes, all the children in the groups should move to form that particular shape.
- Teacher can appreciate the group which forms the said shape correctly and quickly.
- Teacher can repeat this game for different shapes.

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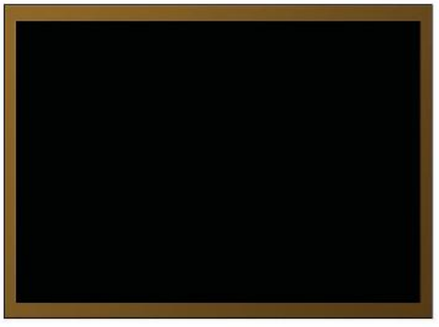
1.2 Introduction to straight lines

Learn

Keywords
Horizontal line
Vertical line
Slanting line

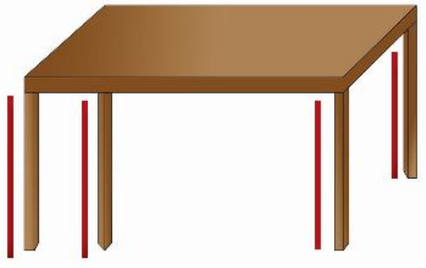
Observe and trace the lines.

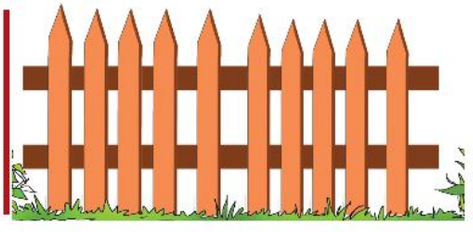
Horizontal line



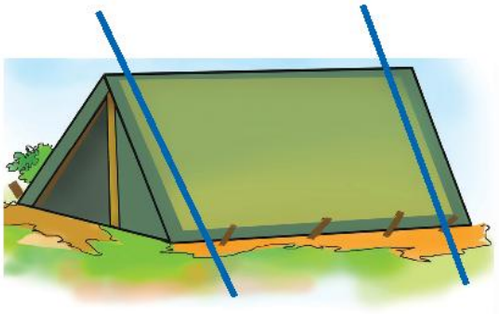


Vertical line





Slanting line





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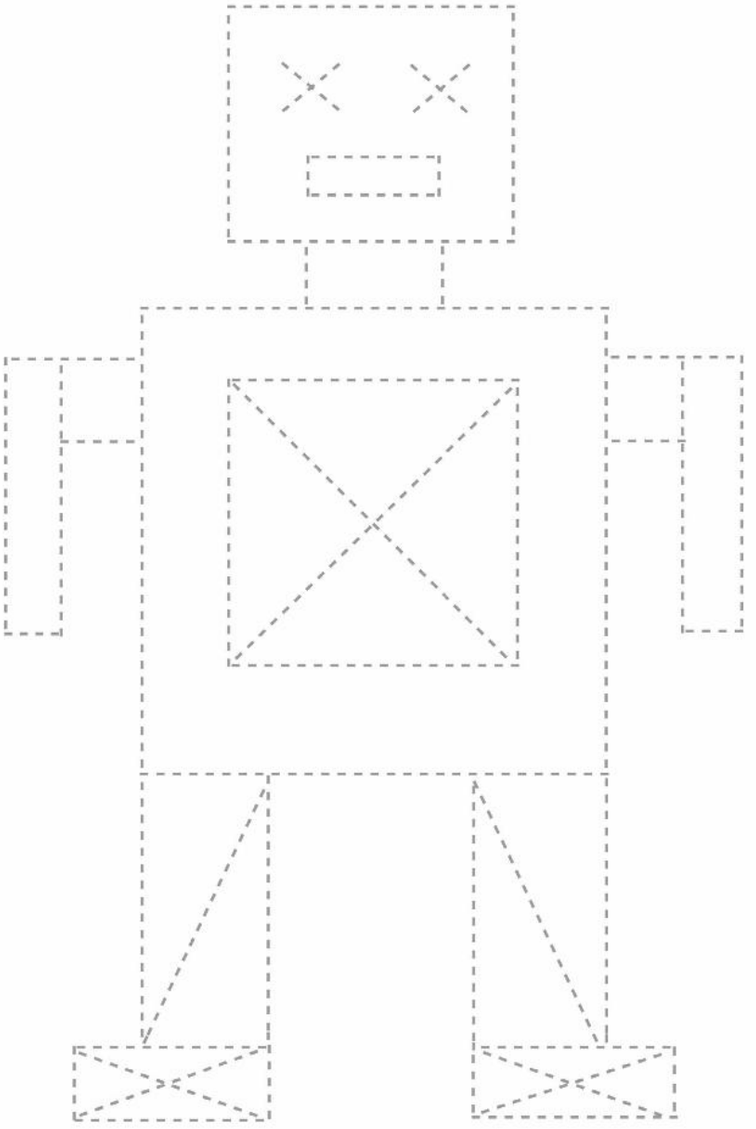
Practice

Trace the picture by using the given colourful lines.

Horizontal line

Vertical line

Slanting line



Teacher's Note

Teacher needs to make the children familiarize with the variety of slanting lines.

1st_Maths_Term_II_Unit1.indd 10 7/13/2022 11:57:22 AM

Think like a Mathematician

HMK1D

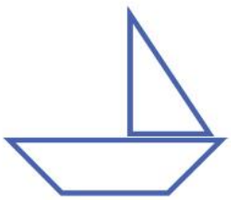
Trace and observe the type of lines in the alphabet. Count and write.

Lines in the alphabet	—	|	/
A	1	0	2
E			
M			



Activity

Draw the pictures of your own using Horizontal line, Vertical line and Slanting line. One is done for you.



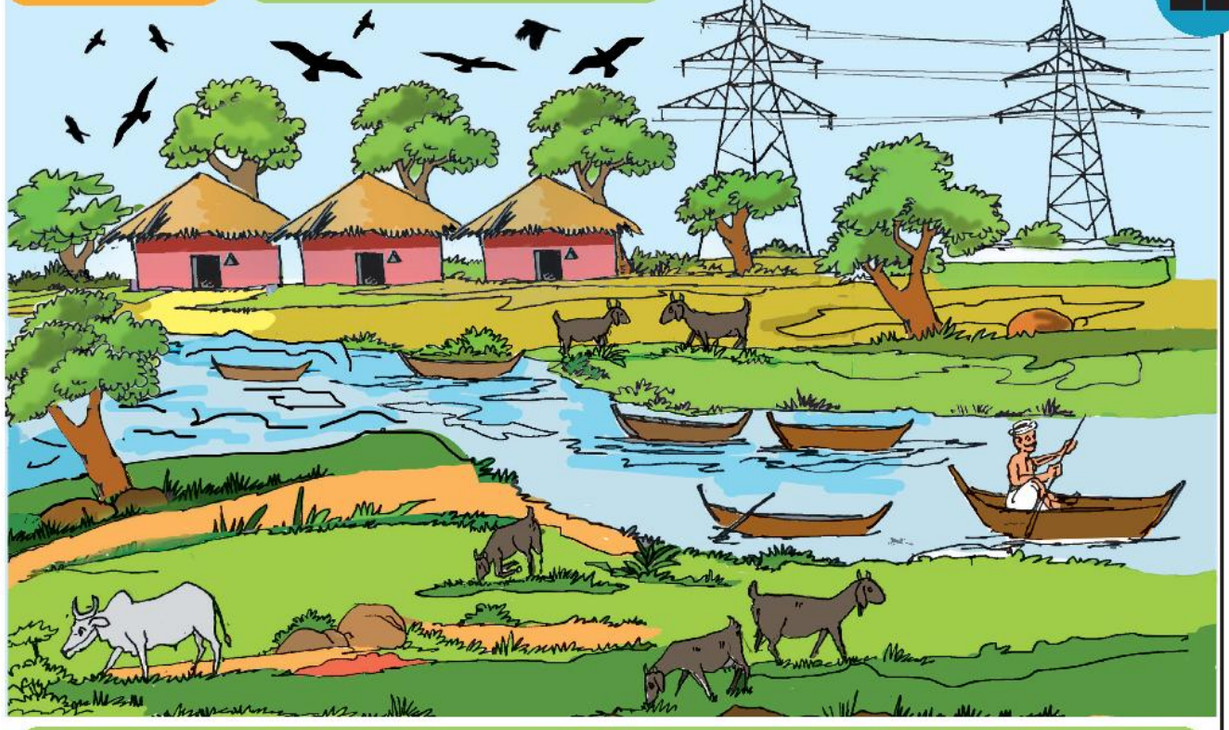
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Unit 2 Numbers

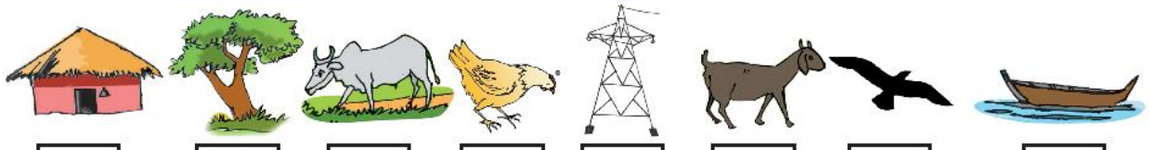
Keywords
Numbers, Before, After, Between

Recall

Observe the picture.



1. Count the following objects from the above picture and write their count.



2. Circle the numbers given below, that are found to be left in the above count.

1 2 3 4 5 6 7 8 9 0

3. Colour the same numbers with the same colour. One is done for you.

1	8	2	6	9	3	2	6	4
4	3	5	7	1	5	7	9	8

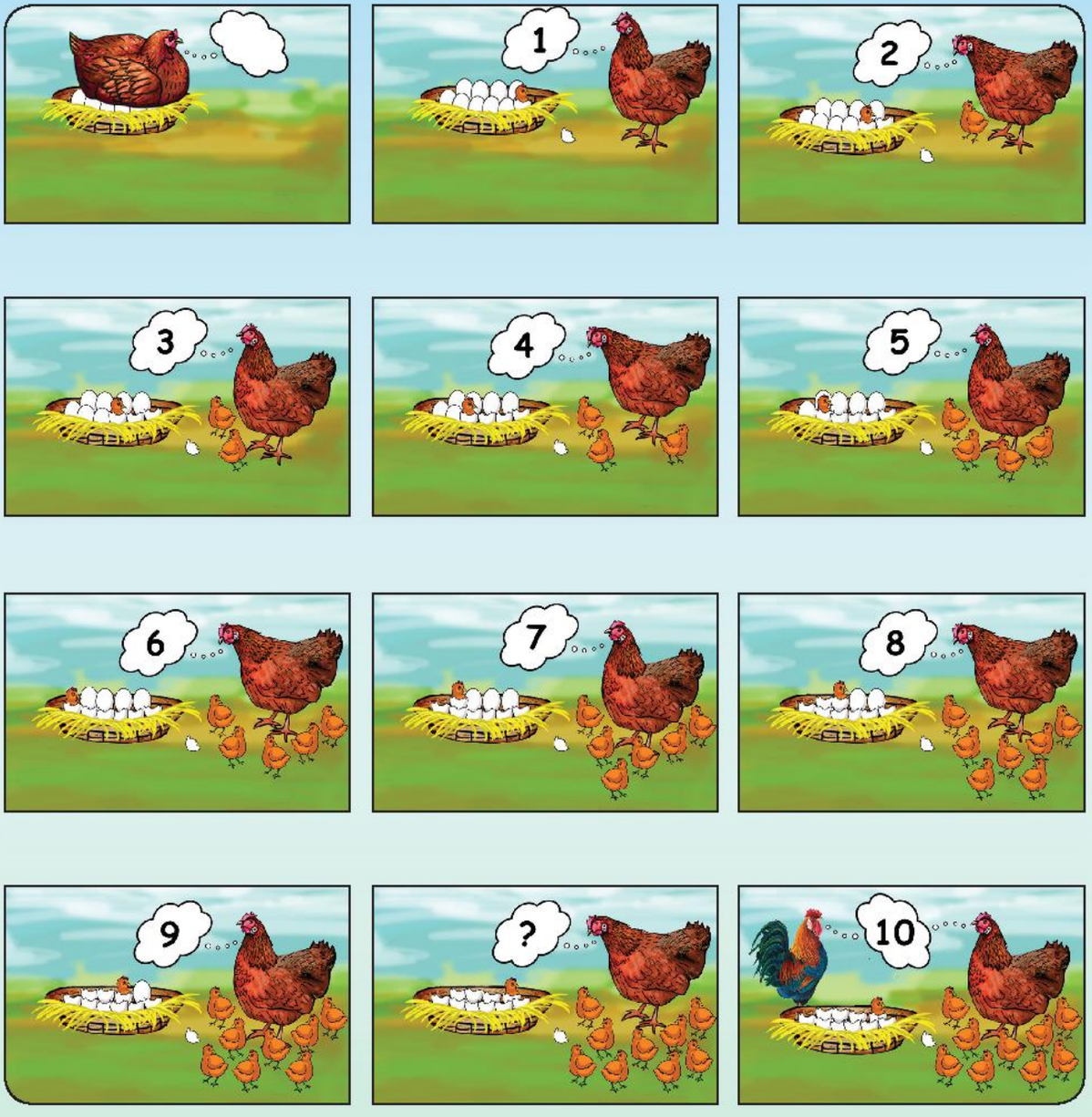
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2.1 Introduction to number 10

Travel through

ZF643

Counting the chicks.



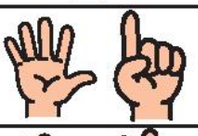
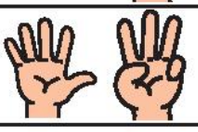
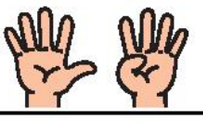
Teacher's Note

Narrate the above story for the introduction of number 10.

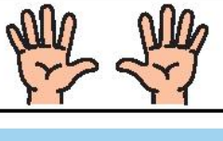
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Learn

Let us learn what comes after 9 by completing the table.

Beads	Fingers	Number
		0
		1
		
		
		
		
		
		
		
		

and one more  makes ?

		10

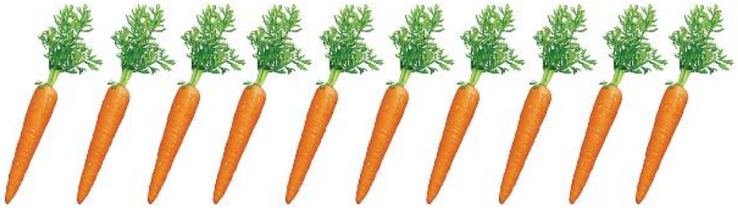
10 is read as Ten. 10 ones = 1 ten

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Learn

Let us make groups of 10.

To make counting of large number of objects easier, we group 10 ones and make one bunch of ten.



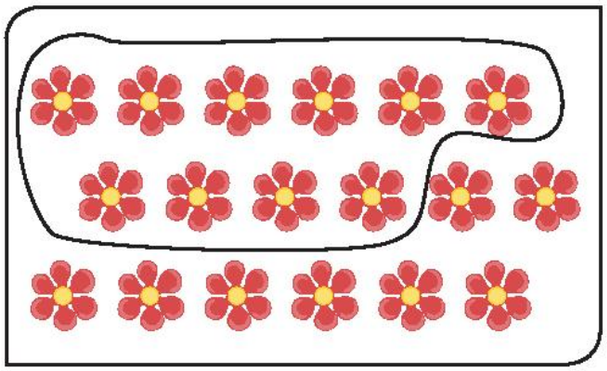


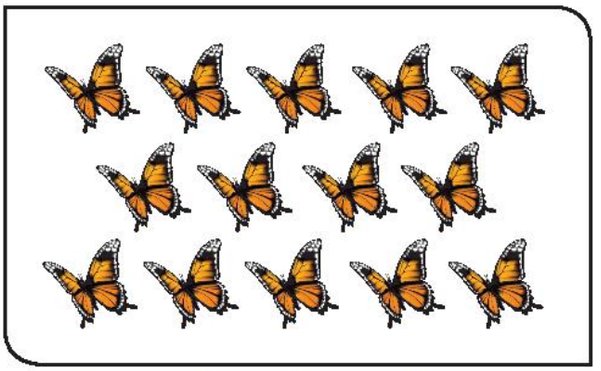


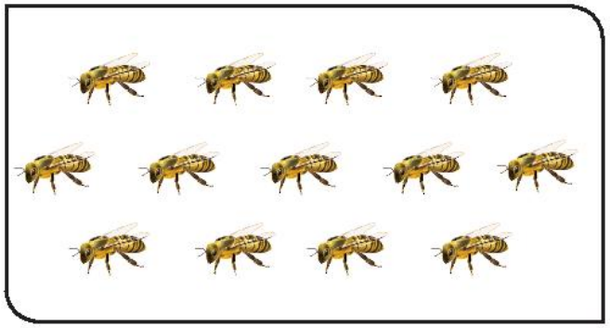


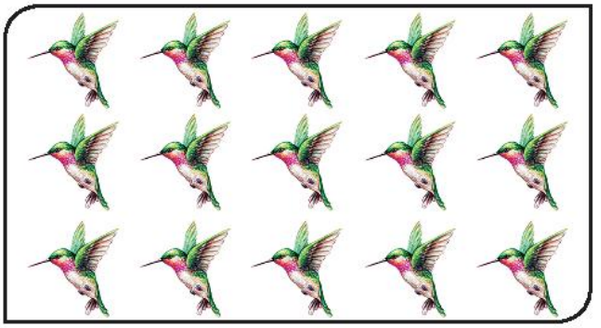
Practice

Circle groups of 10.









Teacher's Note

Try other possible ways of grouping in tens with easily available items such as match sticks, seeds, unused buttons and pebbles etc.,

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Practice

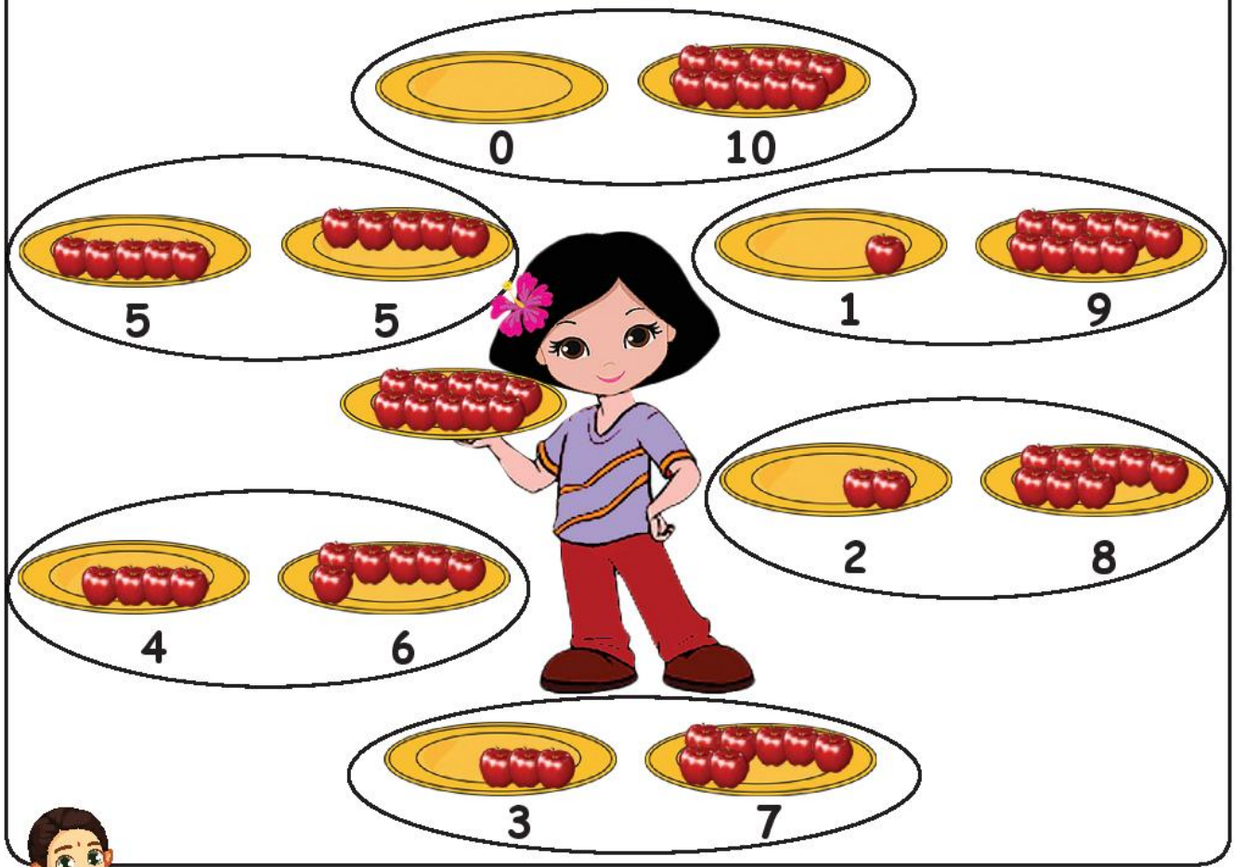
ME9GB

Trace and write number 10.

10	10	10	10	10	10

Know more

10 in many ways.



Think like a Mathematician

Are there any other possible ways of making 10 ? Say them.

1st_Maths_Term_II_Unit2.indd 16 7/13/2022 12:21:46 PM

2.2 Numbers from 10 to 20

Travel through

FVYRG

Number train, join for fun.

Chikku bukku chikku bukku
Number Train, Join for Fun.

Thadak thadak thadak thadak
Carriage 10, come and join.

Badak badak badak badak
Carriage 11, come and join.

Tudum dudum tudum dudum
Carriage 12, come and join.

Kooo kooo kooo kooo
Carriage 13, come and join.

Chikku bukku chikku bukku
Carriage 14, come and join.

Thadak thadak thadak thadak
Carriage 15, come and join.

Badak badak badak badak
Carriage 16, come and join.

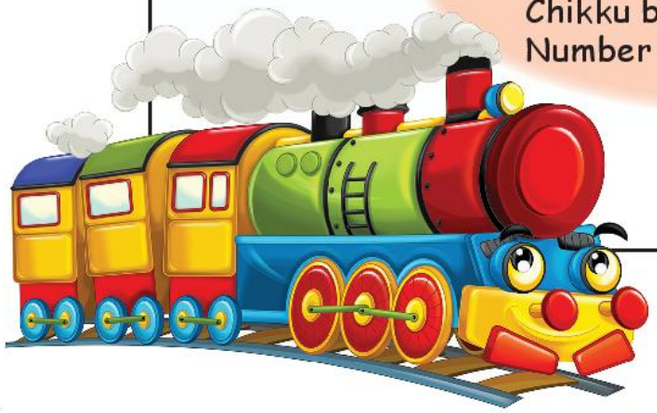
Tudum dudum tudum dudum
Carriage 17, come and join.

Kooo kooo kooo kooo
Carriage 18, come and join.

Thadak thadak badak badak
Carriage 19, come and join.

Tudum dudum tudum dudum
Carriage 20, come and join.

Chikku bukku chikku bukku
Number Train, Join for Fun.



1st_Maths_Term_II_Unit2.indd 17 7/13/2022 12:21:47 PM

Learn

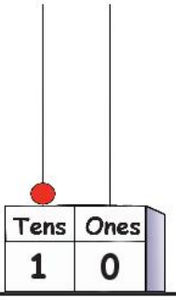
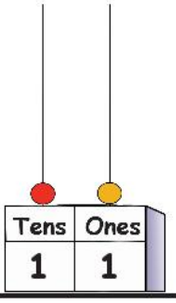
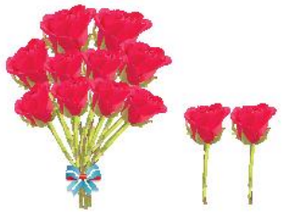
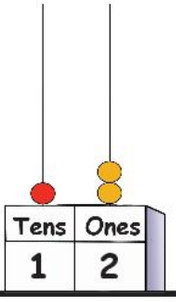
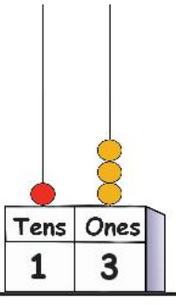
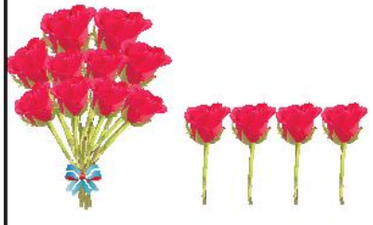
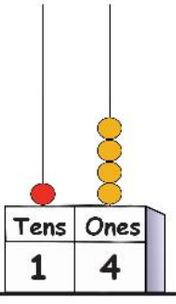
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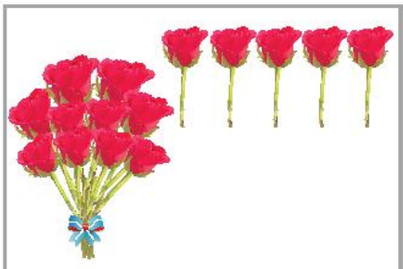
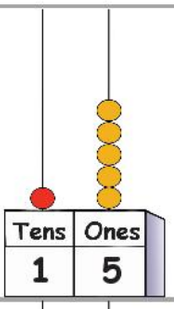
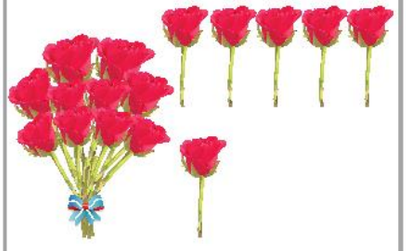
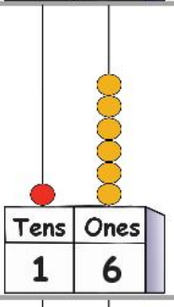
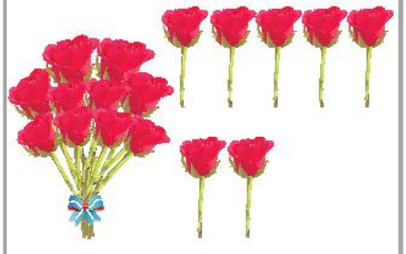
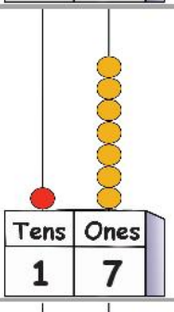
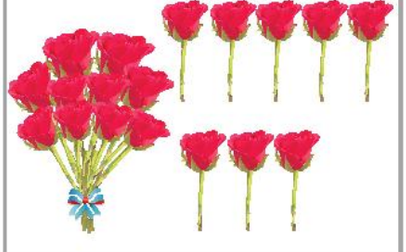
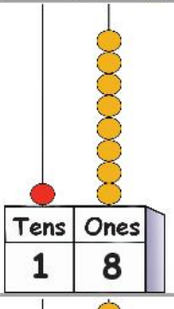
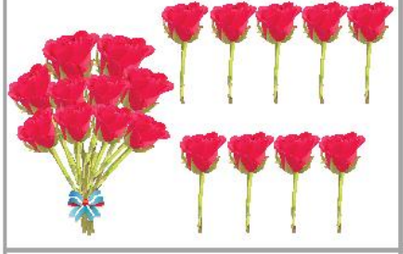
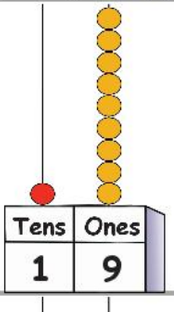
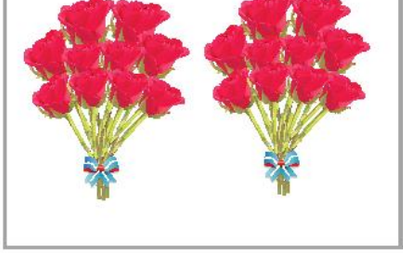
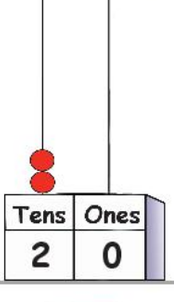
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Learn

Numbers from 10 to 20.

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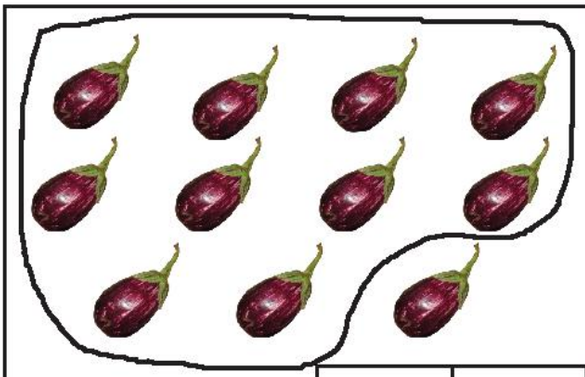
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Practice

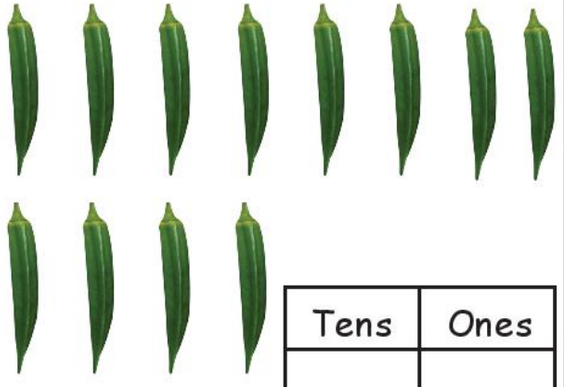
Write the numbers.

11	12	13	14	15	16	17	18	19	20
11	12	13	14	15	16	17	18	19	20

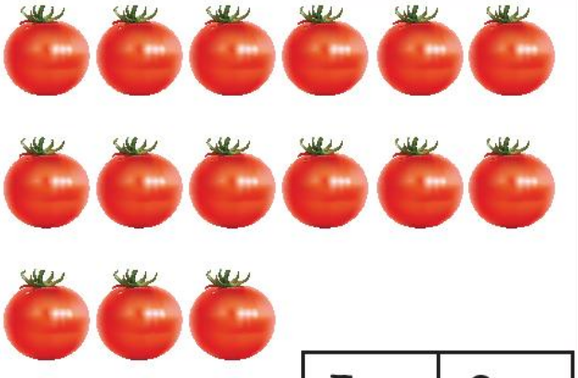
Group ten objects. Write tens and ones.



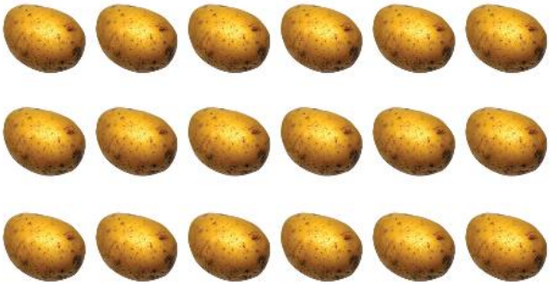
Tens	Ones
1	1



Tens	Ones



Tens	Ones



Tens	Ones

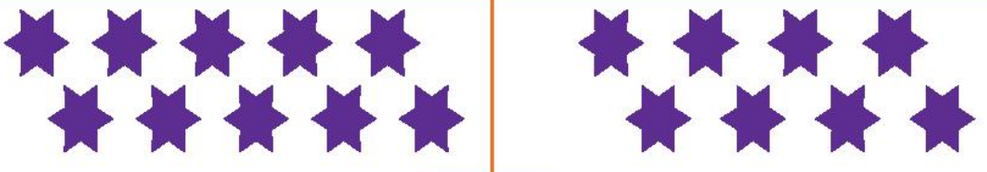
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Pleasure time

VOT2Y

Draw the objects, for the given tens and ones. Write the number. One is done for you.

1. Draw stars

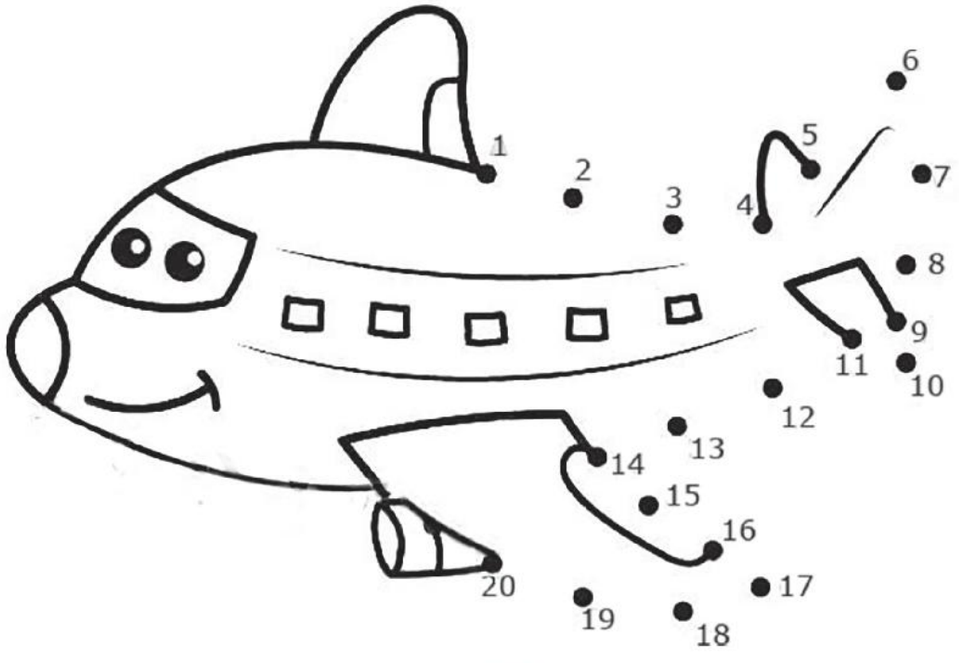


1 Ten | 18 | 8 Ones

2. Draw eggs

1 Ten | | 2 Ones

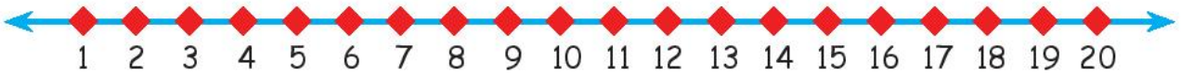
Join the numbers in order, complete the picture and colour it.



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Learn

Number Line

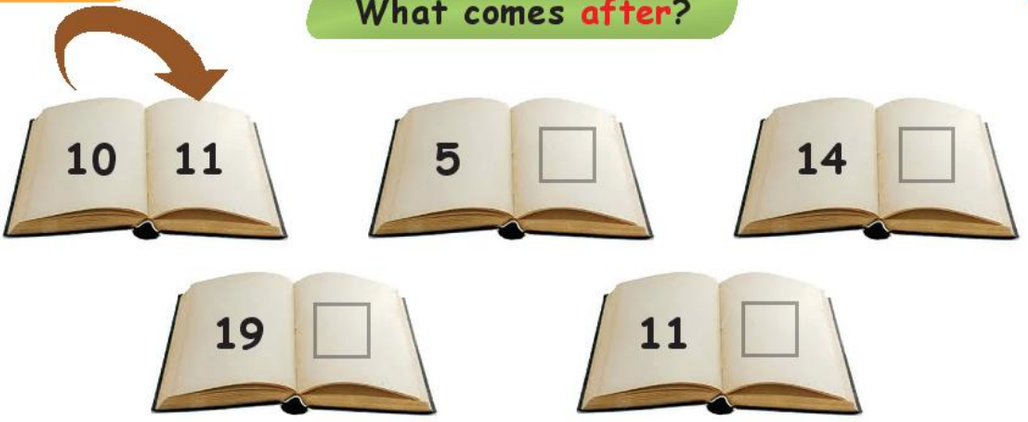


Teacher's Note

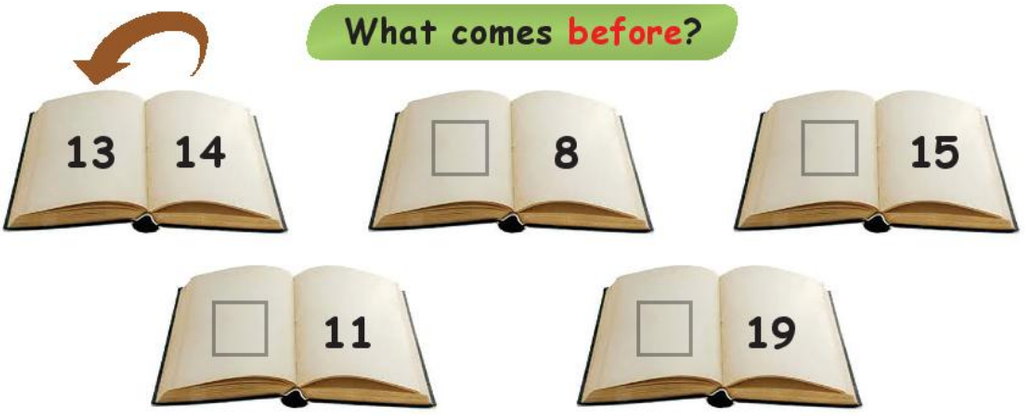
Teacher can use the Number line to enhance the concepts of **Before number**, **After number** and **Between number**.

Practice

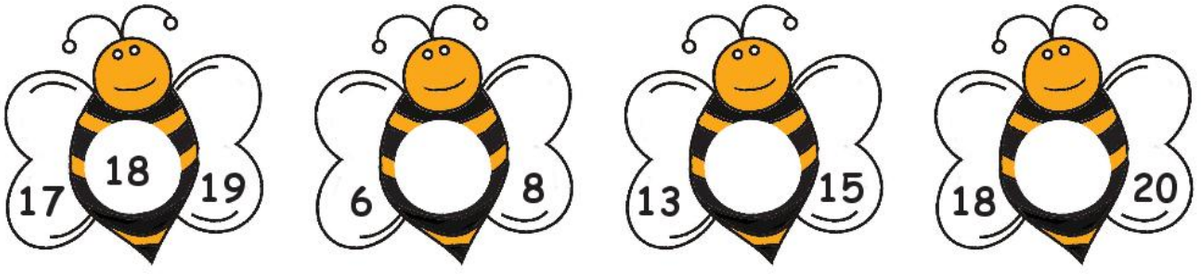
What comes after?



What comes before?



Write the number that comes in between the given numbers.

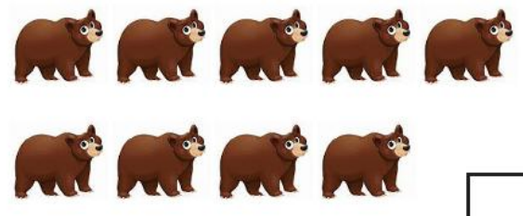


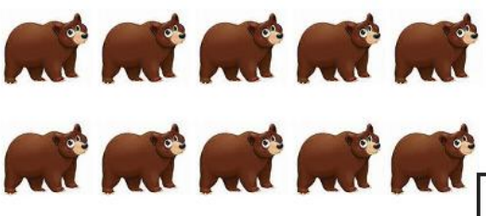
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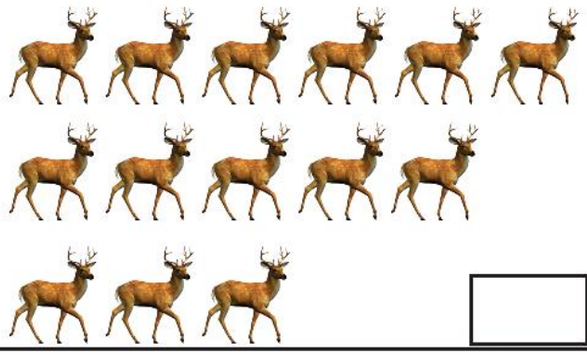
Practice

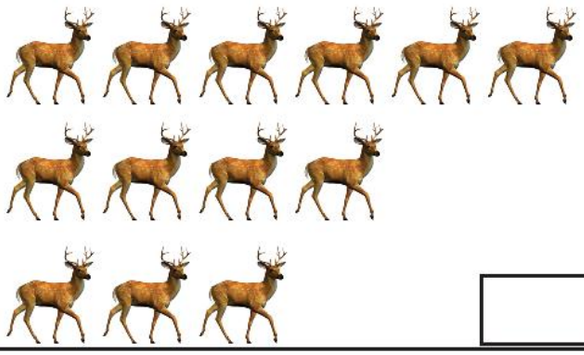
Comparing the numbers

Count and write the number in the box.
Tick (✓) the group with **more** animals.









Count and write the number in the box.
Tick (✓) the group with **less** objects.









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Practice

Bigger number and Smaller number

Circle the **bigger** number in each pair of birds.

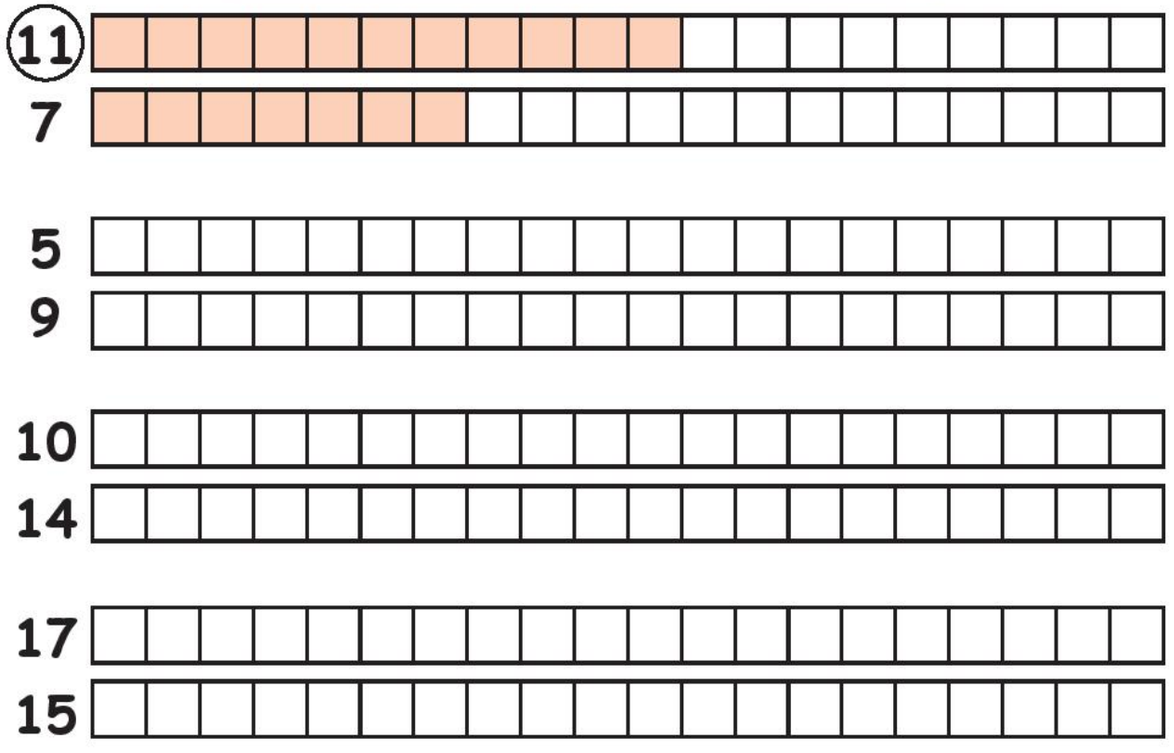


Circle the **smaller** number in each pair of birds.



Try this

Shade the boxes for the given number.
Circle the **bigger** number.

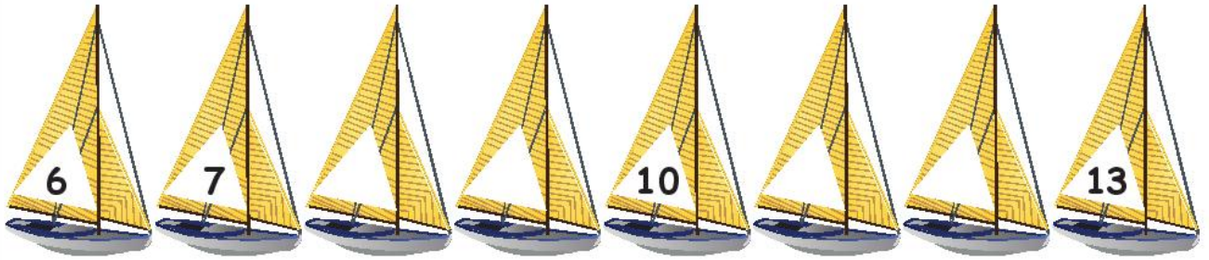


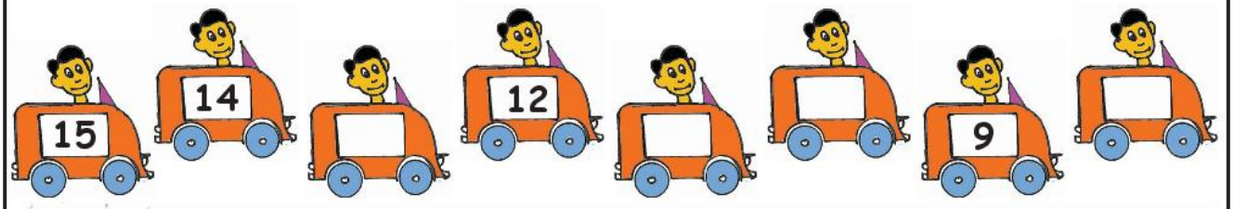
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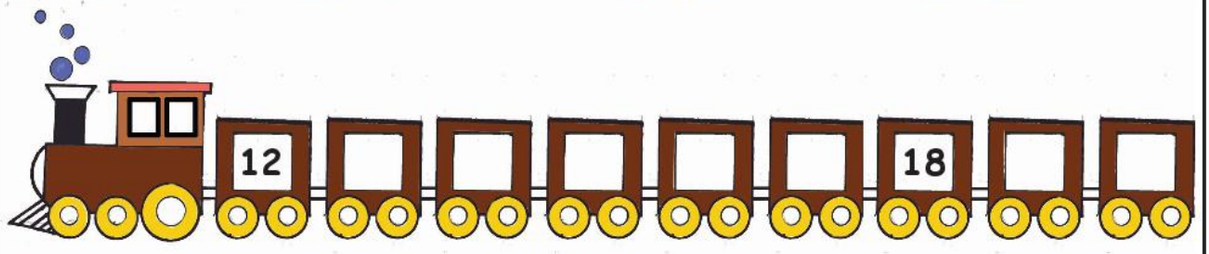
Pleasure time

2CIQ4

Write the missing numbers in the sequence.







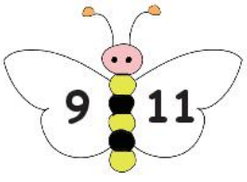
Write the missing numbers.

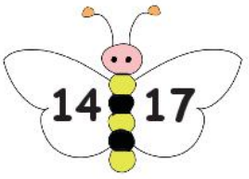


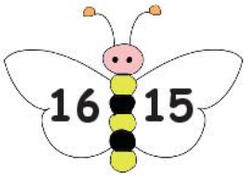




Colour the wings of each butterfly such that bigger number is and smaller number is .









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2.3 Addition (Not exceeding 20)

Recall

Addition upto 9



Number of children playing on the swing = _____

Number of children playing slide = _____

Total = _____

Teacher's Note

Teacher may ask more addition related questions based on the picture given above to recall the addition of numbers upto 9.

Add

5 + 1 = ☐	3 + 3 = ☐	2 + 7 = ☐

2 + 3 = ☐

1 + 6 = ☐

4 + 5 = ☐

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Learn

IPH83



Addition with zero



0 + 3 = 3

Know more

Zero added with any number gives the same number.

Practice

Draw and add



0	

1 + 0 =		4 + 0 =	4
0 + 2 =	2	5 + 0 =	
0 + 3 =		0 + 6 =	

7	0	9
+ 0	+ 8	+ 0

Game

Teacher may arrange the paper cups on the table as shown in the picture. Give two chances for each student to hit the arranged cups from a particular distance using a ball. Note the number of cups hit by him/her in each chance . Finally ask them to count the total cups hit by them.

Number of cups hit on the first chance =

Number of cups hit on the Second chance =

Number of cups hit in both the chances together =



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Travel through

Keywords

Add, Total, Together, Altogether, More

Trees! How many trees?



Mani and Kani are neighbours. They go to school together from their homes. One day on the way to school, Mani started counting the trees on his right side and said the total as 7. Kani also counted the trees on her left side and said the total as 5. When they reached the school, they told their friend Selvi about this.

Selvi told the number of trees that had been counted by Mani and Kani is 12. Kani and Mani were surprised and asked "How did you say that?"

Selvi's way of counting

Trees counted by Mani is	7	| | | | | | | (Draw 7 lines)
Trees counted by Kani is	5	| | | | | (Now draw 5 lines)
Total number of trees counted by both of them	12	(| | | | | | | | | |) | | (Total number of lines grouped in 10)

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Learn

Addition

Using lines

6 + 9 = ?

6 |||||

+ 9 |||||||||

15 ||||| |||||

Using beads

12 + 4 = ?

12 

+ 4

16 

Practice

Add

1	8	15	7
+ 9	+ 5	+ 0	+ 7
12	19	14	11
+ 4	+ 0	+ 3	+ 7

6 + 7 = ☐ 3 + 9 = ☐ 4 + 13 = ☐

11 + 0 = ☐ 16 + 4 = ☐ 17 + 1 = ☐

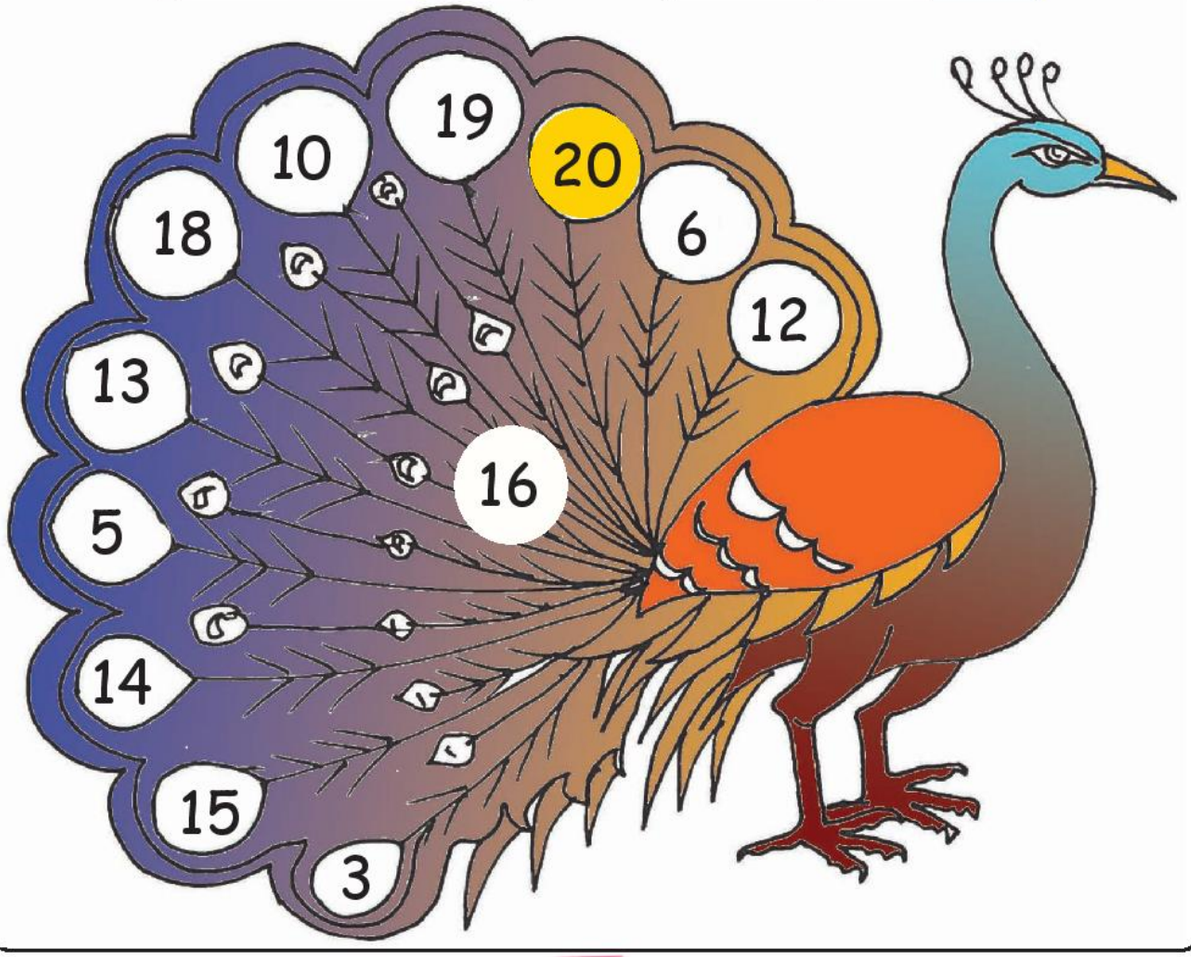
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Pleasure time

Find the total of the two numbers given in the table. Colour the peacock with the colours indicated against the total.

Add	Total	Colour
2 + 1		
5 + 0		
3 + 3		
9 + 1		
6 + 6		
2 + 11		

Add	Total	Colour
9 + 5		
11 + 4		
10 + 6		
13 + 5		
16 + 3		
7 + 13	20	



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Think like a Mathematician

Match the pairs which make the sum 12?

6	5	11	3	10	4	12
1	6	2	0	8	9	7

Match the pairs which make the sum 20?

4	2	17	5	19	7	14
16	1	18	3	6	15	13

Mental math

Addition

- Arasi has 9 pencils, Kamala has 8 pencils. How many pencils do they have altogether?
- Mary plucked 7 mangoes, Agalya plucked 6 mangoes. They put the mangoes together in a basket. How many mangoes are there in the basket now?
- Chezhiyan is 12 years old. His sister age is 3 years more than him. How old is Chezhiyan's sister?
- Samirah has 8 crayons. She buys 4 more crayons. How many crayons does Samirah have totally?

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Unit 3 Patterns

Keywords
Body movements, Patterns

3.1 Patterns in shapes

Travel through

Observe the picture

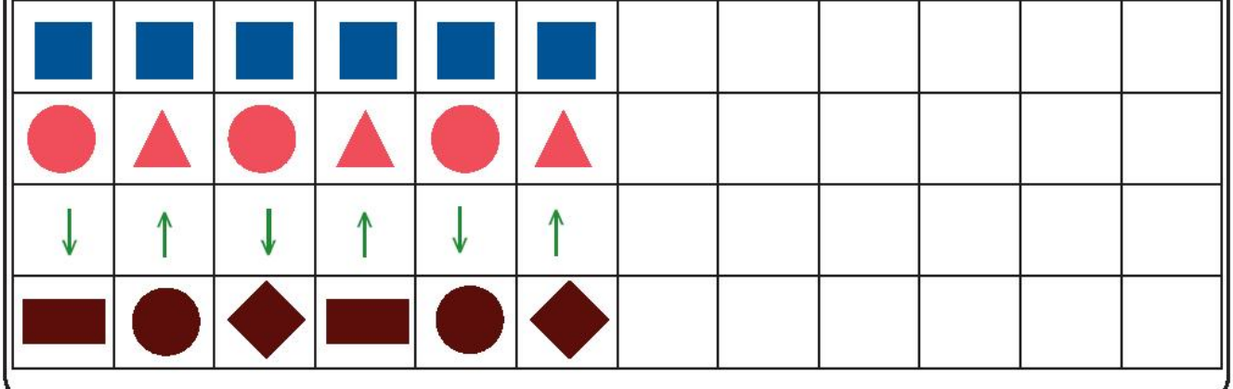


Teacher encourages the children to observe the picture and ask some questions as given below.

1. Name the shapes that you could see in this picture.
2. Where and how these shapes are arranged?

Learn

Observe the patterns in shapes. Complete it.



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Activity

Decorate your class.

- Prepare similar shapes as given.



- Cut out a long strip in a chart as shown below.



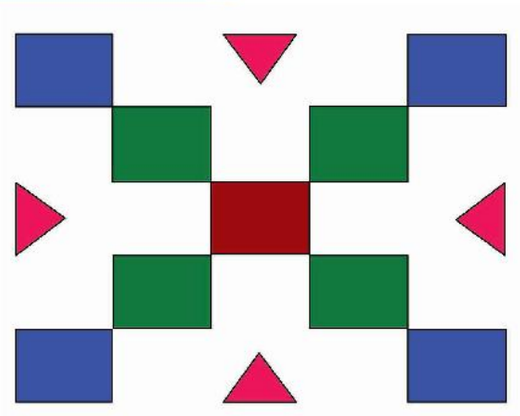
- Make your own pattern by using the prepared shapes and strips.

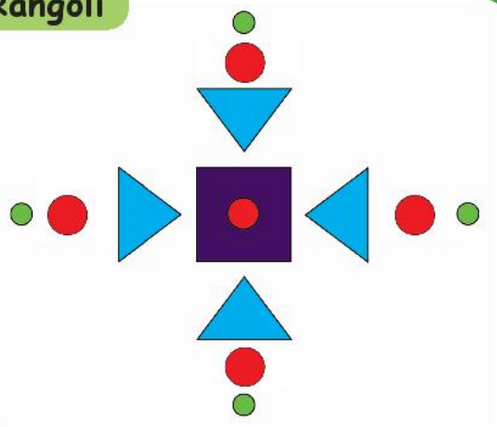


Use it to decorate your classroom with the help of the teacher.

Know more

Rangoli

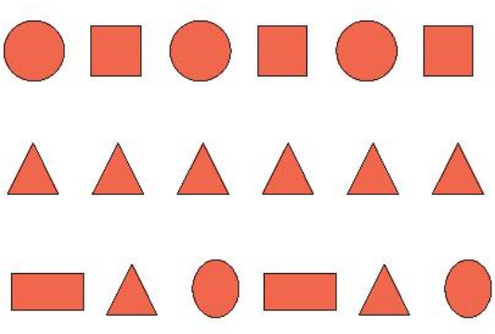


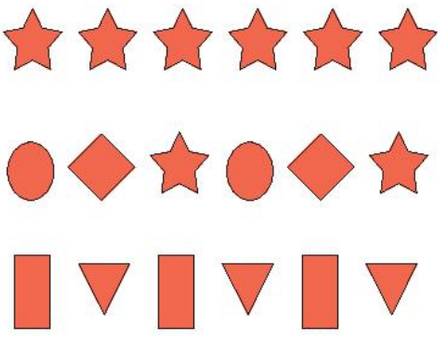


Draw shapes in different pattern to make your own Rangoli.

Pleasure time

Match the similar pattern.





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3.2 Patterns in body movements

Travel through

P35TM

Body movements

Ma ma maah...
I can run; I can run

La la laah...
I can jump; I can jump

Oh oh oh...
I can swim; I can swim

Pa pa paah...
I can swing; I can swing

Hey hey hey...
I can do; I can do



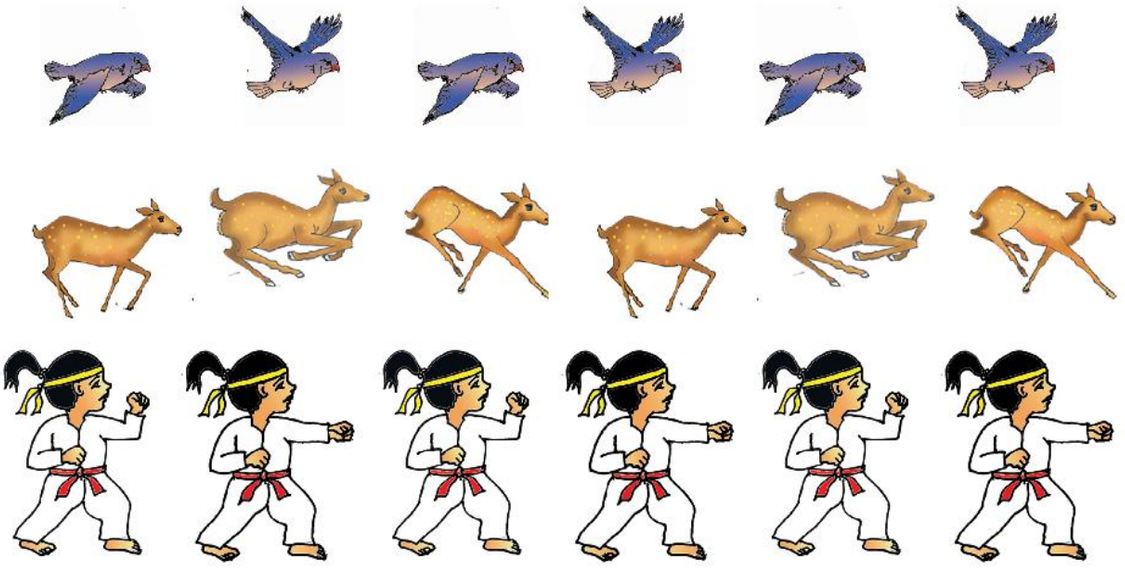






Learn

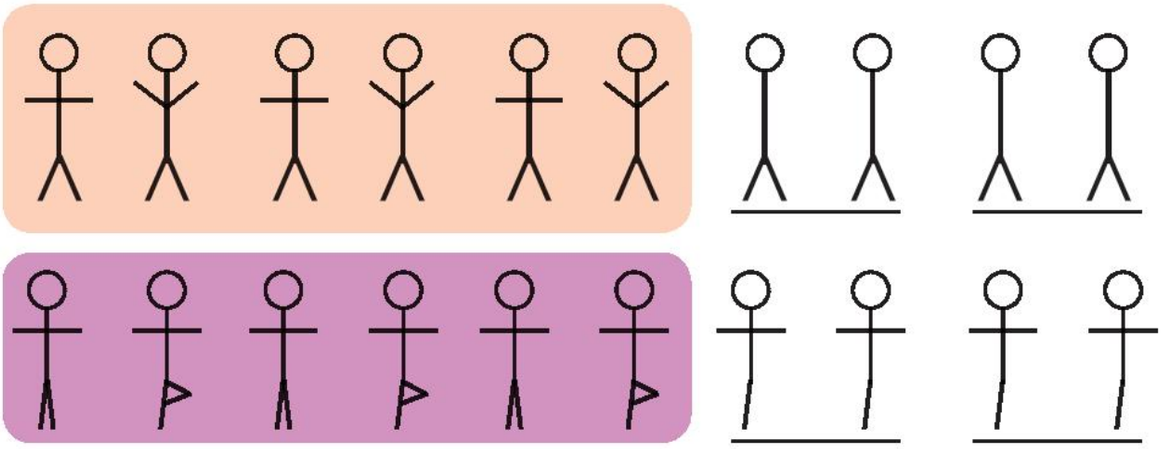
Observe the patterns in body movements.



1st_Maths_Term_II_Unit3.indd 35 7/13/2022 12:08:53 PM

Practice

Complete the patterns.

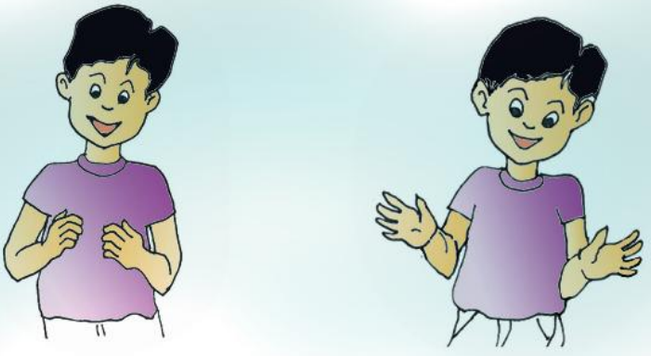


Game



Procedure:

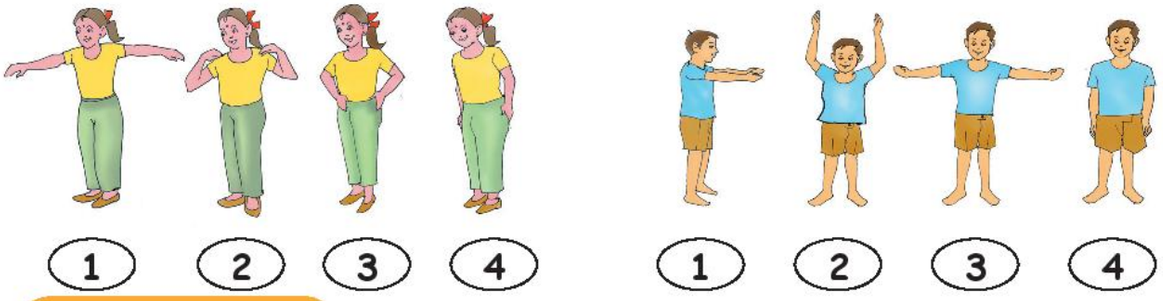
- Ask the students to stand in a circle.
- If the teacher says '**small pot**', students keep their hands **close** to each other.
- When the teacher says '**big pot**', students keep their hands **wide**.
- One who does wrongly has to go out of the game.
- The student who stands till the end is the winner.



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Try this

Do these excercises.Enjoy the pattern in it.
Make your own pattern.



Teacher's Note

Teacher makes the students to stand in a line with one arm distance. Then makes them to do the excercises. When teacher says the counting, students do the actions as given above. Let the children observe the patterns in their movements.

3.3 Patterns in numbers

Learn

Observe the numbers given below.



Write the numbers based on your observation.



Now, write the numbers in the Guavas in order as given above.



Write the numbers in the Pomegranates in order as given above.



Observe the above numbers. Is there any pattern in it?
Say what is that?

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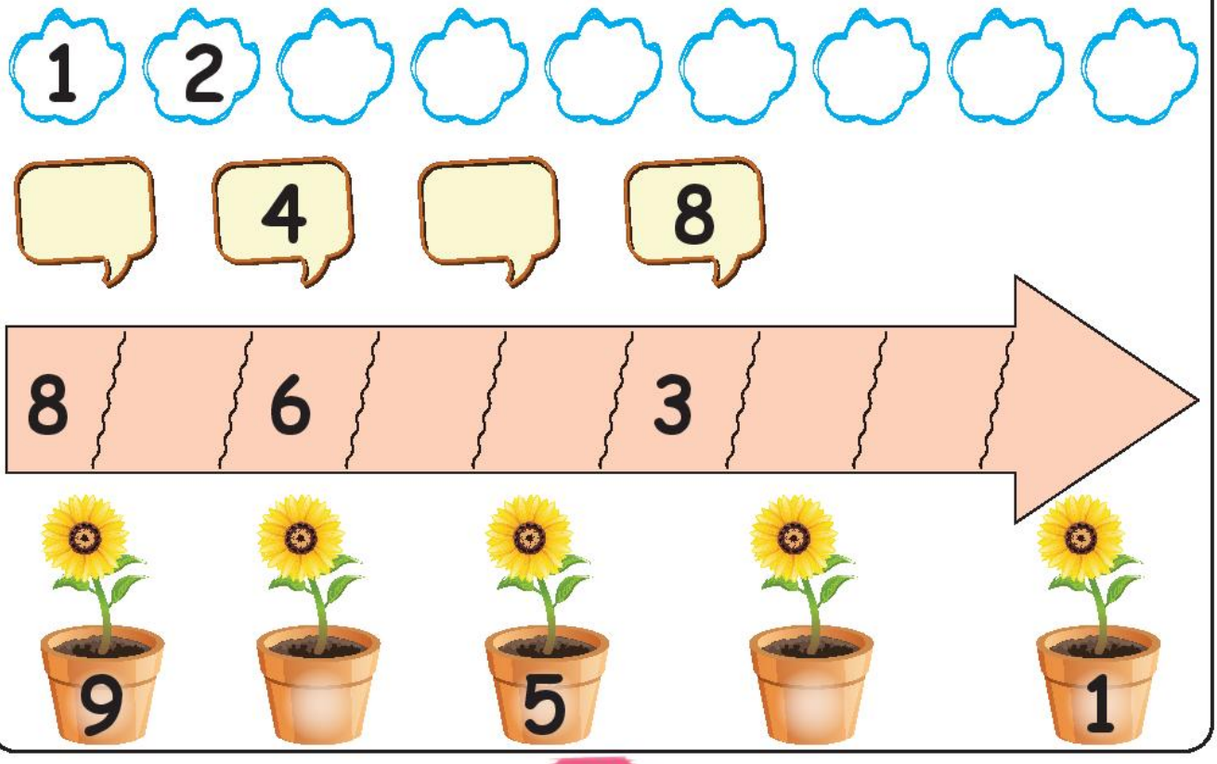
Practice

Complete the number patterns.

1	2			5			8	
1		5	7					
2	4							
5	4			1				

Pleasure time

Complete the number patterns.



1st_Maths_Term_II_Unit3.indd 38 7/13/2022 12:08:59 PM

Unit 4 Measurements

Keywords

Long - Short, Thick - Thin
Tall - Short, Heavy - Light
More - Less

4.1 Comparisons

Travel through

Observe the picture.

IXGWB



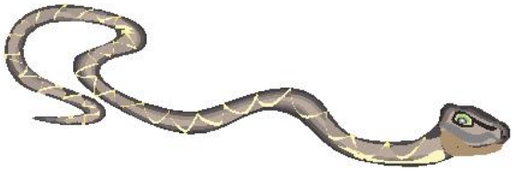
Teacher's Note

Teacher explains the picture for introducing the above keywords.

1st_Maths_Term_II_Unit4.indd 39 02-06-2022 12:46:20

Learn

Long - Short



Long

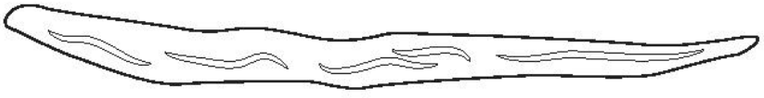


Short

Practice

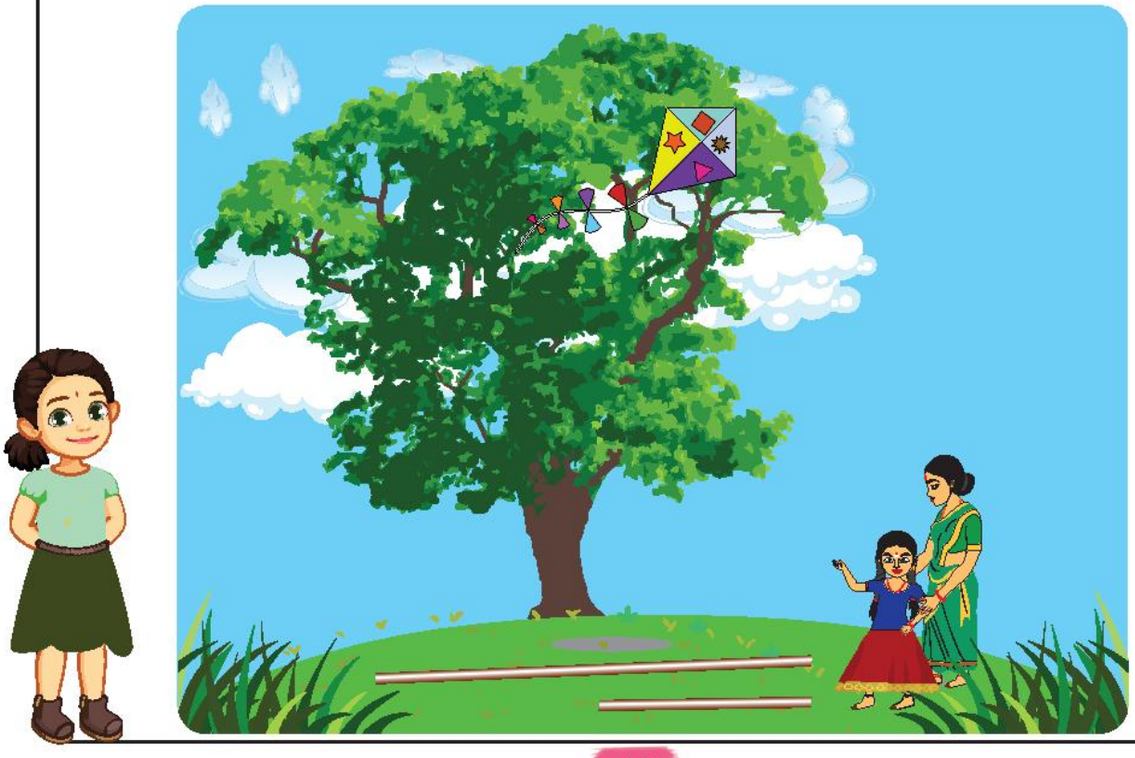
Colour the **Longer** one with ■ and the **Shorter** one with ■





Think like a Mathematician

Which stick will the mother use to get back the kite ? Why?



1st_Maths_Term_II_Unit4.indd 40 02-06-2022 12:46:21

Learn

Thick - Thin

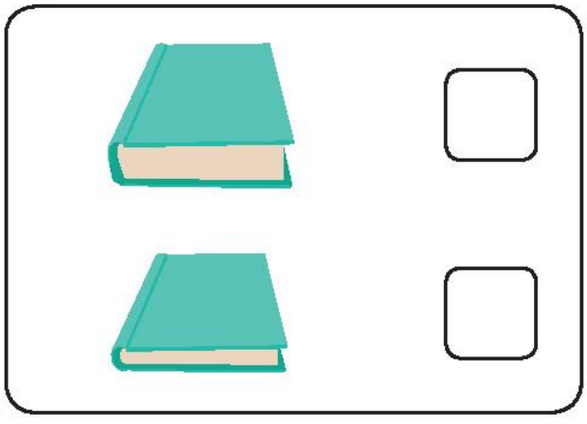


Thick

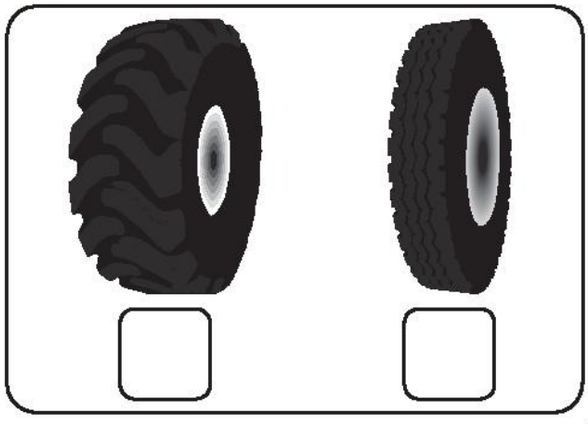
Thin

Practice

Tick (✓) the **thicker** book.

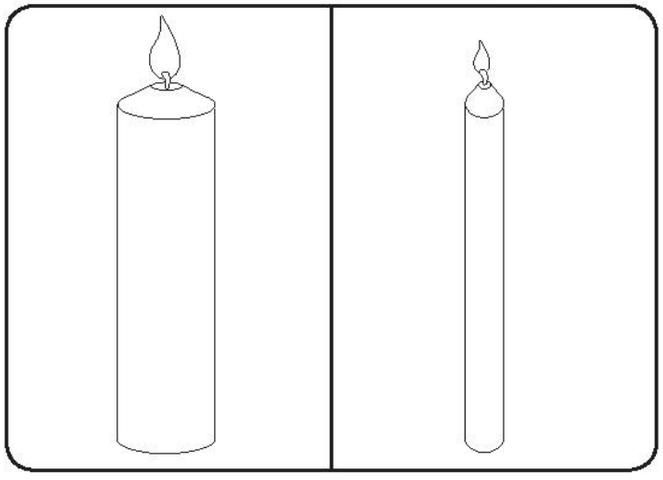


Tick (✓) the **thinner** tyre.



Try this

Colour the thicker candle with
and the thinner candle with

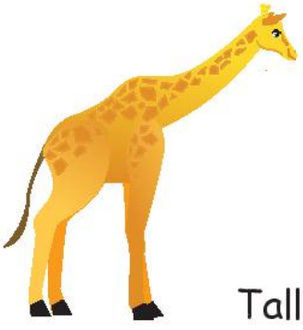


Which candle will burn for a long time? Why?

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Learn

Tall - Short



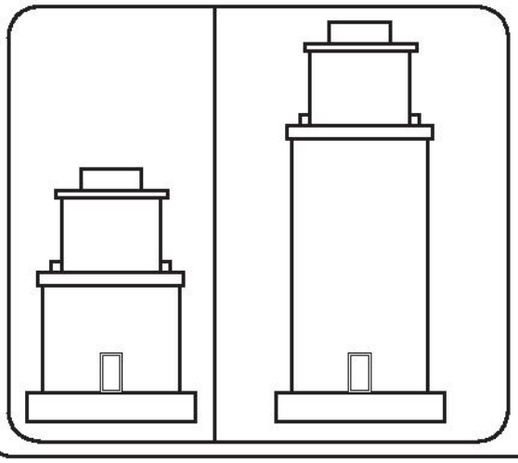
Tall



Short

Practice

Colour the **taller** building with
and the **shorter** building with



Which building will consume more colour? Why?

Think like a Mathematician

Which ladder will he use to pick the red coloured book ? Why?

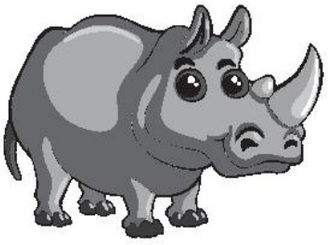




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Learn

Heavy - Light



Heavy



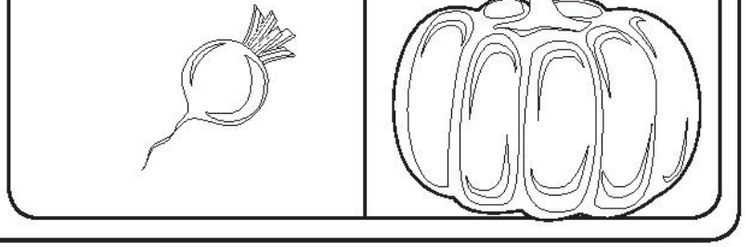
Light

Practice

Colour the heavier one with

and the lighter one with

Can you suggest a pair of fruits for this concept?



Think like a Mathematician

If the mother sits in the place of the boy, what will happen? Why?

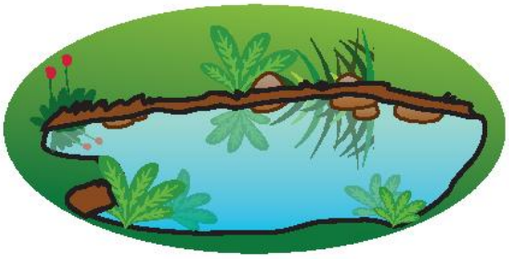




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Learn

More - Less



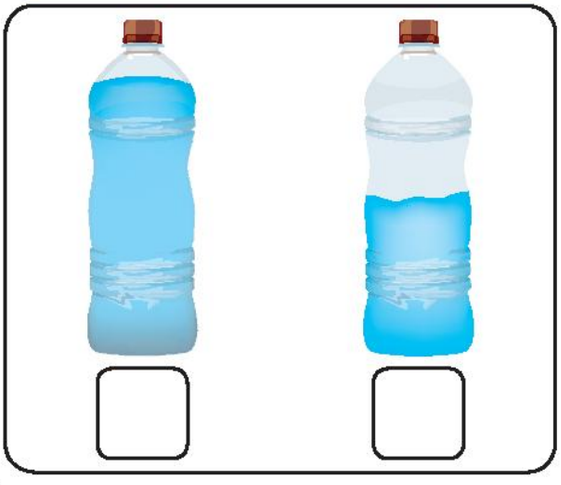
More



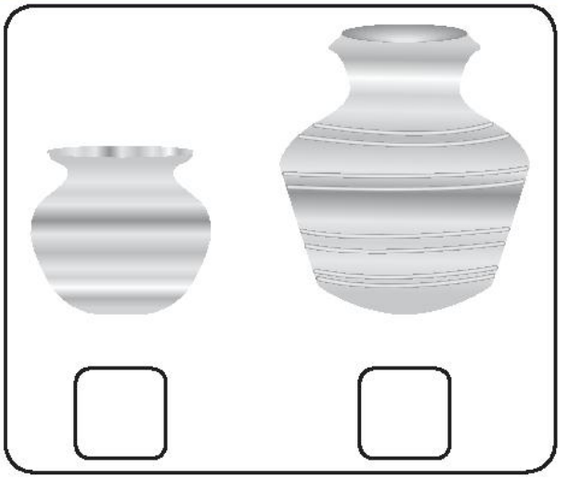
Less

Practice

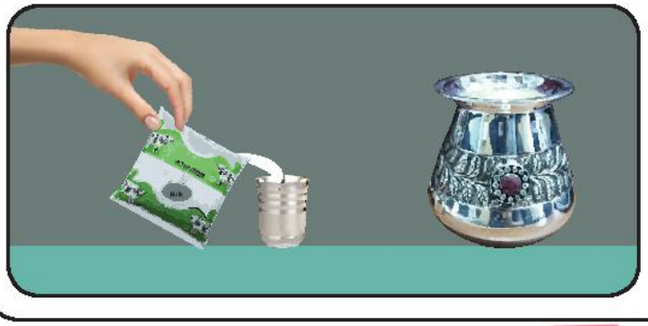
Tick (✓) the bottle that contains **less** water.



Tick (✓) the container that can hold **more** water.



Think like a Mathematician



Is it a right vessel to pour the full packet of milk? Why?

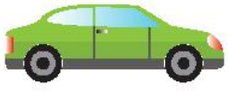


1st_Maths_Term_II_Unit4.indd 44 02-06-2022 12:46:27

Learn

Ordering

Tick (✓) the longest vechile.





☐ ☐ ✓

Tick (✓) the heaviest vegetable.

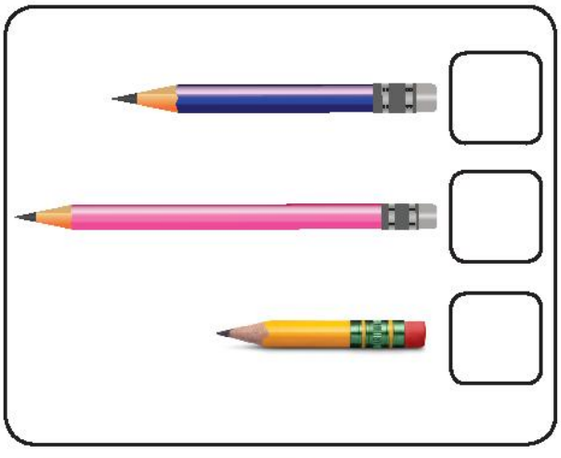




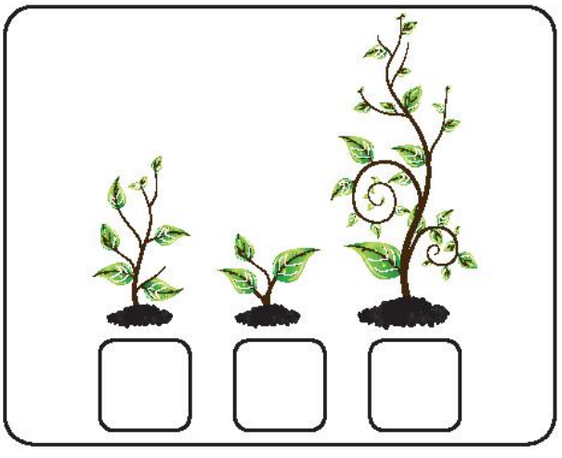
✓ ☐ ☐

Practice

Tick (✓) the shortest.



Tick (✓) the tallest.



Teacher's Note

Teacher can help students to develop the idea of ordering objects based on length,mass and height.

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4.2 Measures

EBOOK

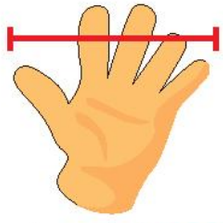
Keywords

Hand span, Cubit, Foot span, Pace, Length

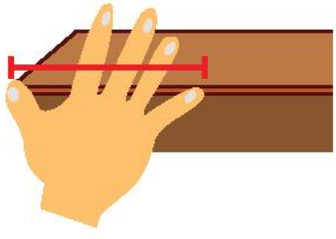
Travel through



Learn

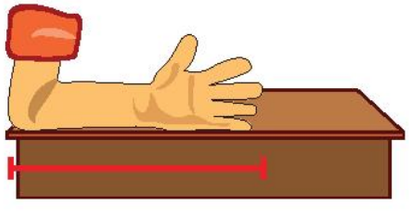


Handspan (*Saan*)



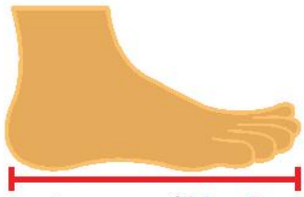


Cubit (*Muzham*)

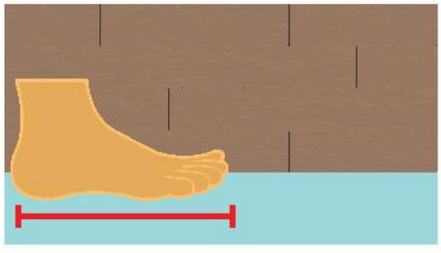


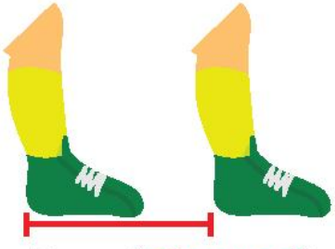
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Learn



Foot span (*Kaaladi*)





Pace (*Thappadi*)



Activity

Fill the table and compare

Object	Unit of Measure	Number of units in measuring the length by		
		Teacher	Me	My friend
Window	Hand span			
Table	Cubit			
Mat	Foot span			
Classroom	Pace			

Think like a Mathematician

Why do the lengths measured differ from one another?



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Primary Mathematics - Class I (Term 2)

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NU9Q1

E-Book

V964A

Evaluation

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UNIT 1

Our Delicious Food

Learning Objectives

The learners

- Realise the importance of food
- List various food items
- Know the journey of rice

Importance of Food



Rhyme Time

Food food food!
It keeps me good
Grains and vegetables
Fruits and nuts
Fish and eggs
Milk and meat
I need them, I eat them
To grow and become strong
I need them, I eat them
To work and play
I need them, need them, need them all

ZWC2G

Let Us Discuss

What food items do you eat daily?

All of us need food to live. Food gives us energy to work and play.



We eat a variety of food items every day. Some of them are shown below.



Guava Carrot Groundnuts Idly, Vada Dosa Full Meal

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Some energy-giving foods are:



Ragi ball



Rice



Chappathi

Milk is a healthy drink. It keeps our teeth and bones strong.







Pulses, meat, fish and egg help us grow.





Pulses



Meat



Fish



Egg

Nuts, fruits and vegetables keep us healthy and protect us from diseases.



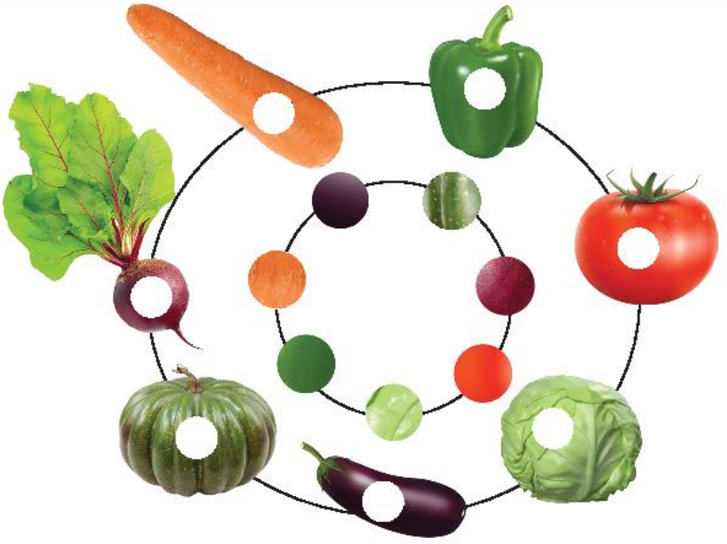






1st_EVS_Term_II_English_2.indd 52 30-05-2024 18:02:03

Match the given parts with the appropriate vegetables.



Our Food

Our food is a combination of milk, meat, fish, eggs, fruits, vegetables, flowers, grains, nuts, oils and ghee.

1P2XB



1st_EVS_Term_II_English_2.indd 53 30-05-2024 18:02:11

Grains: (Cereals and Pulses)

Cereals



Rice
(Arisi)



Wheat
(Gothumai)



Ragi
(Kezhvaragu)



Corn
(Makkacholam)

Pulses

Whole and split grams



Pigeon Pea
(Thuvarai)



Green Gram
(Pachai Payaru)



Black Gram
(Ulundhu)

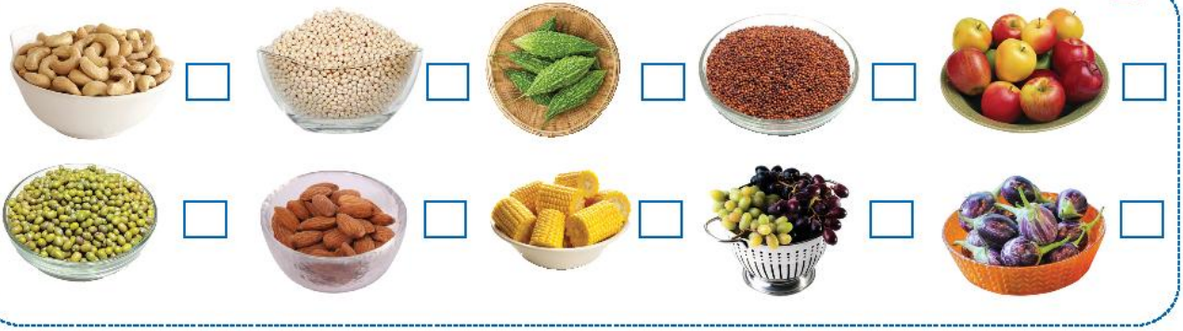


Chick Pea
(Kondai Kadalai)

Water is essential for our body to be healthy. We must drink at least six to eight glasses of water a day.



Identify the following and write F for fruit, V for vegetable, P for Pulse, C for Cereal and N for Nuts.



A Variety of Dishes

Each and every dish we eat is unique in taste. The dishes are made up of one or more ingredients.



Rice



Ragi



Ragi Porridge (Koozh)

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We can prepare many dishes using the same ingredients.



Rice

Kozhukattai



Vathal



Pittu



Idly



Soru

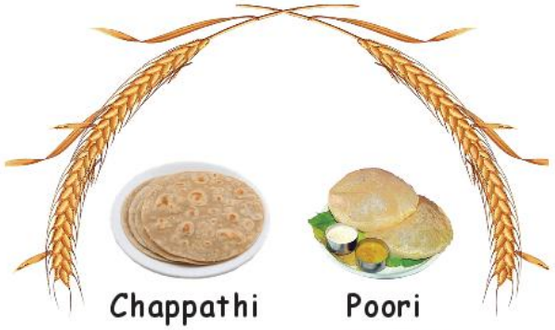


Kanji



Aappam





Chappathi

Poori

Bread



Dosa





Wheat

Fish





Fry



Pittu



Curry

Salt, sugar and spices add taste to food.

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Tick (✓) the food items made with wheat.


☐


☐


☐


☐


☐


☐


☐


☐

Food for a Day

We have breakfast in the morning, lunch in the afternoon and dinner at night. We should not skip any meal. Some people prefer vegetarian food and some non-vegetarian food.


Pazhaya Soru


Ragi Adai


Full Meal


Chicken Biriyani


Lemon Rice

I have my breakfast before going to school. Do you?



We have snacks in between.
We should choose healthy food items as snacks.


Chick Pea Sundal


Bengal Gram Sundal
(Kadalai Paruppu Sundal)

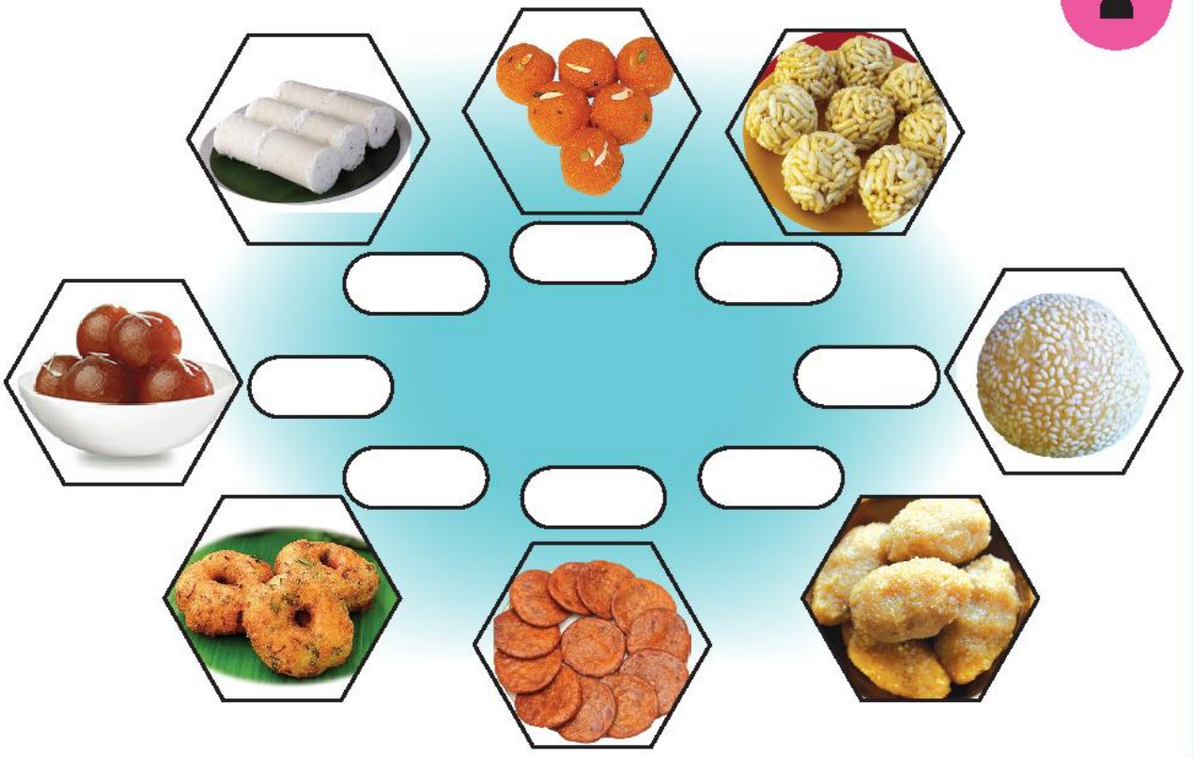

Puffed Rice Balls
(Pori Urundai)


Sesame Balls
(Ellu Urundai)


Groundnut Candy
(Kadalai Mittai)

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Name the food items, count and write them.



Healthy Food Items

There are many kinds of food items. Some of them are healthy and can be eaten regularly.



Idly



Wheat Bread



Groundnut Candy



Sprouted Grains

Some snacks should be eaten once in a while in small quantities.



Gulab Jamun



Laddu



Murukku



Chips

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Some of the snacks we like are not good for us. Say 'NO' to them.



Biscuits



White Bread



Ice Cream



Maida Noodles



Soft Drinks



Chocolates

Many of us like sweets. Sweets can be prepared with jaggery or sugar. Sweets made with jaggery are better for health.



Paruppu Payasam



Sesame Balls



Athirasam



Groundnut Balls



Milk Payasam



Rasagulla



Rava Laddu

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Steamed food items and sprouted grains are healthy.



Idly



Rice Salt Balls (Uppu Urundai)



Pittu



String Hoppers (Idiyappam)

Sprouted Grains

Shall we do it?

Soak green gram overnight in water. Drain the water and tie it in a cloth. Observe the changes in the grains on the next day.

1



3



2



4



Leaves of some plants are used as food. They are called greens. We should have greens at least twice a week.



Drumstick Leaves
(Murungai keerai)



Black Nightshade Leaves
(Manathakkali keerai)



Dwarf Copper Leaves
(Ponnankanni keerai)

1st_EVS_Term_II_English_2.indd 59 30-05-2024 18:02:34

Circle the items that we should avoid eating.



Healthy Eating Habits



Wash hands before and after eating.



Sit together to eat.



Do not talk while eating.



Chew your food well.



Do not spill food while eating.



Avoid watching TV and using mobile phones while eating.

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Do not overeat.
It can make you ill.



Rinse your mouth
after every meal.



Do not waste food.



Always wash fruits
and vegetables
before eating or
cooking.



Stale food makes you
sick; avoid it.



Avoid uncovered food
as it may contain dust
and germs.

Colour the circles green for the Do's and red for the Don'ts.













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Journey of Rice

The story of rice begins with the farmer ploughing the field. Observe the pictures and see how the food comes to our plates. Always respect the food and its producer, the farmer.


Ploughing


Sowing


Transplanting the seedlings










Stages in the growth of the paddy crop

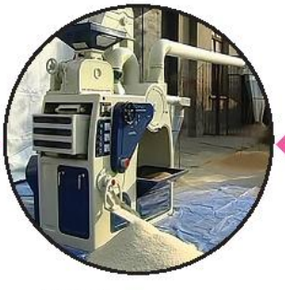

Harvesting


Threshing


Winnowing


Drying


Storing

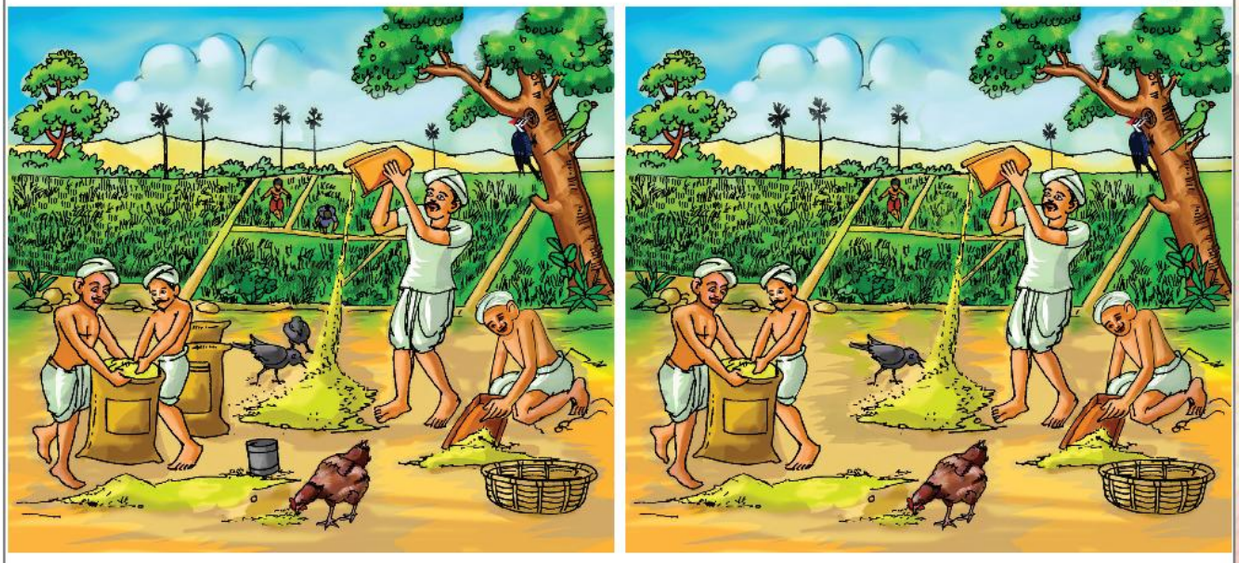

Milling


Cooking


Eating

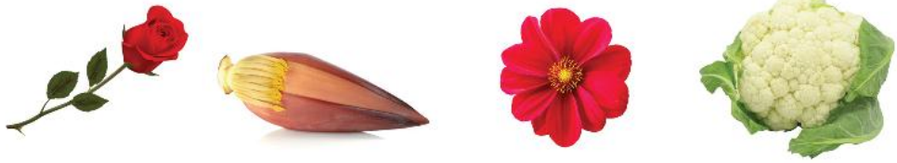
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Farming Scene – Spot five differences.



Evaluation

1. Circle the flowers that we can eat.



2. Connect the dishes with their main ingredient.



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3. Find the odd one.





4. Reach out from the bad habit to the good habit by drawing lines.













Self Evaluation

- I know the importance of food.
- I can list various food items.
- I know the journey of rice.



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UNIT 2

Water

Learning Objectives

The learners

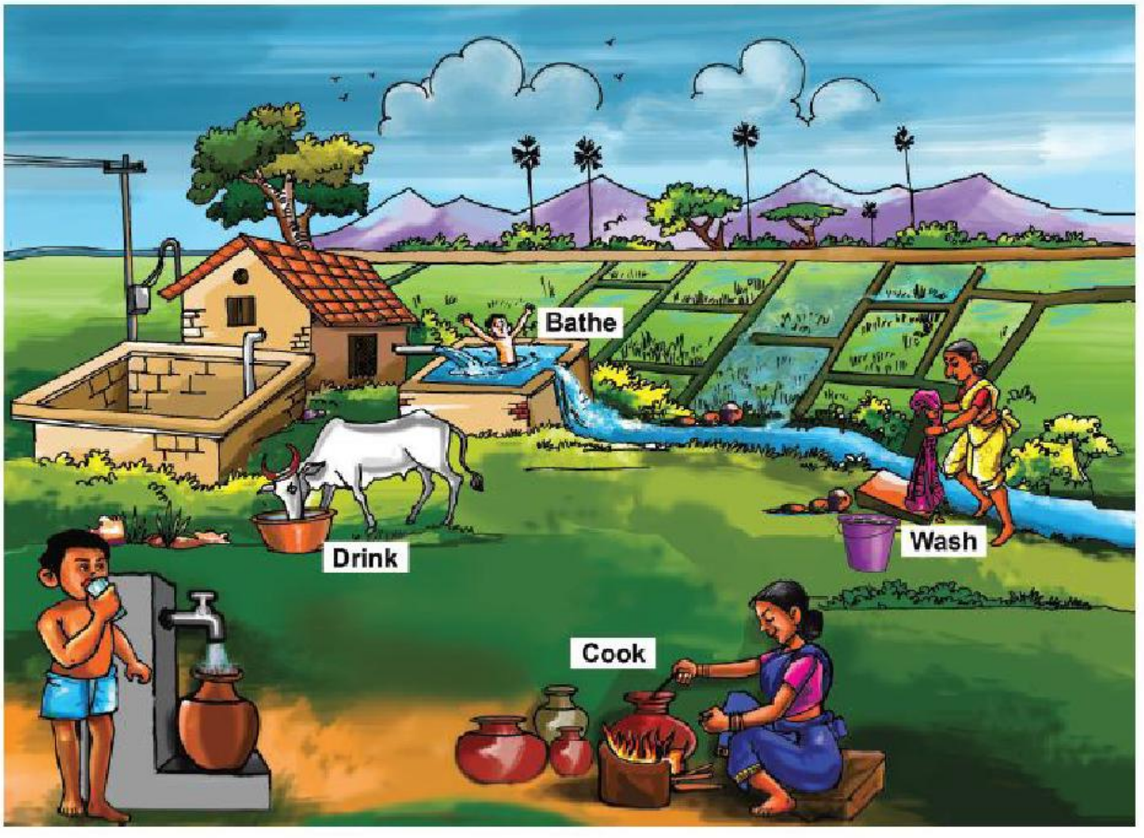
- List out the various uses of water
- Conduct simple experiments with water
- Become aware of saving water

2WCUM

Water in Our Life

Let us Discuss

What are the different activities for which we use water?
Observe the picture and talk about it.



We use water for many of our daily activities. We drink water to keep ourselves healthy. We use water to bathe, cook, wash clothes and grow plants. We cannot live without water; so use it carefully.

Vocabulary: Bathe, Drink, Wash, Grow, Cook, Pour, Brush

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Preparation of lemon juice

Cut the lemon into two pieces. Squeeze the juice into a glass.
Add sufficient sugar and a pinch of salt. Pour water and stir it well.



Match the activity with the object.

Activity	Object
	 Tub
	 Mug
	 Tap
	 Pot



Note for the Teacher:
Prepare lemon juice in the classroom.

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Water, Water Everywhere

Rhyme Time



Rain

It's raining and raining
Pouring everywhere
I am singing and dancing
Playing everywhere
The trees are swaying
The animals are enjoying
Without rain
There is no life anywhere

Rain is the main source of water for lakes, ponds, wells and rivers. All living beings need water to live. Fishes, frogs, ducks and many plants live in water.



Steps to prepare clean and safe drinking water



Collect water in a vessel → Filter → Boil → Cover it with a lid → Cool

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Count and write.





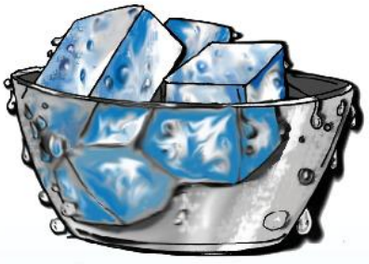






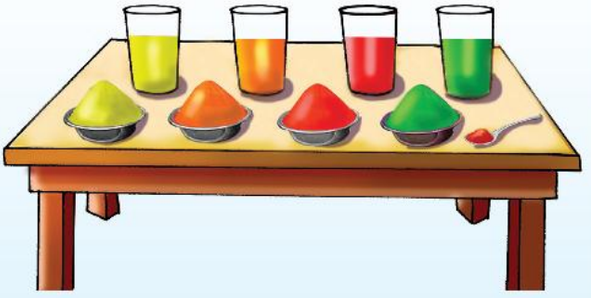


Fun with Water



Keep some pieces of ice in a bowl. Leave it for 10 minutes and observe what happens. Ice slowly melts into water. You can touch and feel it too.

Prepare water of different colours by using food colours.





Count the number of tumblers of water necessary to fill the given pot.

Note for the Teacher: Do all the "Fun with Water" activities in the classroom.

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Conservation of Water







Close the tap (2)
When you brush, brush, brush
Use a bucket (2),
When you bathe, bathe, bathe
Repair the tap (2)
When it leaks, leaks, leaks
Save water save water
Save, save , save





Some Good Habits to Conserve Water

Turn off taps while washing clothes.



Water the plants in the morning.



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We need to use water sparingly. If we do not have enough water, our life becomes difficult.

Mark the places where water is wasted with a cross (X).



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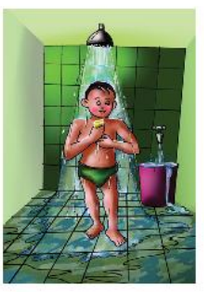
Evaluation

Cross (x) the pictures in which water is being wasted.








Self Evaluation



- ❍ I know the uses of water.
- ❍ I use water carefully in my daily life.
- ❍ I can do simple experiments with water.

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UNIT 3

Our Society



Learning Objectives

The learners

- Identify and understand the importance of different festivals
- Appreciate the different roles of people in society

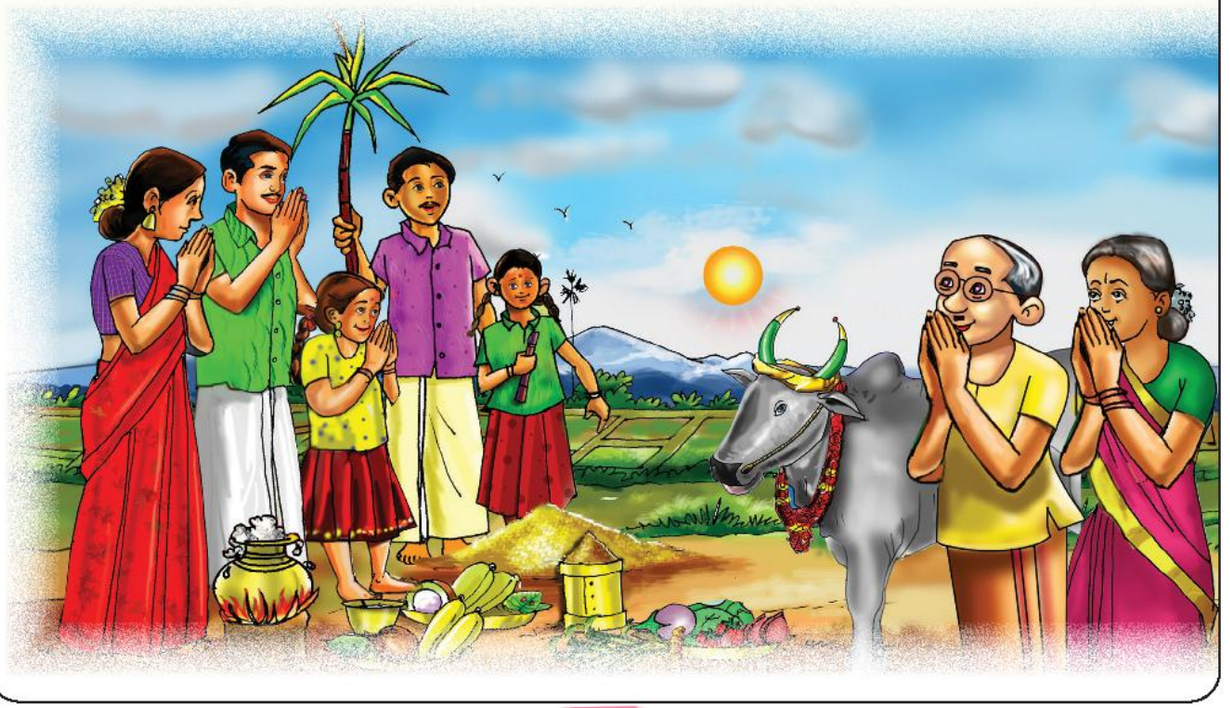
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Festivals

We celebrate many festivals. Some are celebrated to thank Nature and others are local celebrations. All festivals are occasions to express our unity.

Traditional Festivals

Pongal – Do you know why we celebrate Pongal?
Pongal is a harvest festival. A good harvest brings happiness to all. During Pongal we thank Nature for giving us the food we eat.



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We celebrate Pongal for four days. Each day has a unique feature.

First Day - Bhogi

On this day people discard old things and clean their homes.



They also paint the walls with limestone (Sunnambu), making the houses bright and clean.

They draw beautiful kolams in front of the house.

They burn old and damaged items. Burning tyres and plastic items makes the air dirty. This should be avoided.

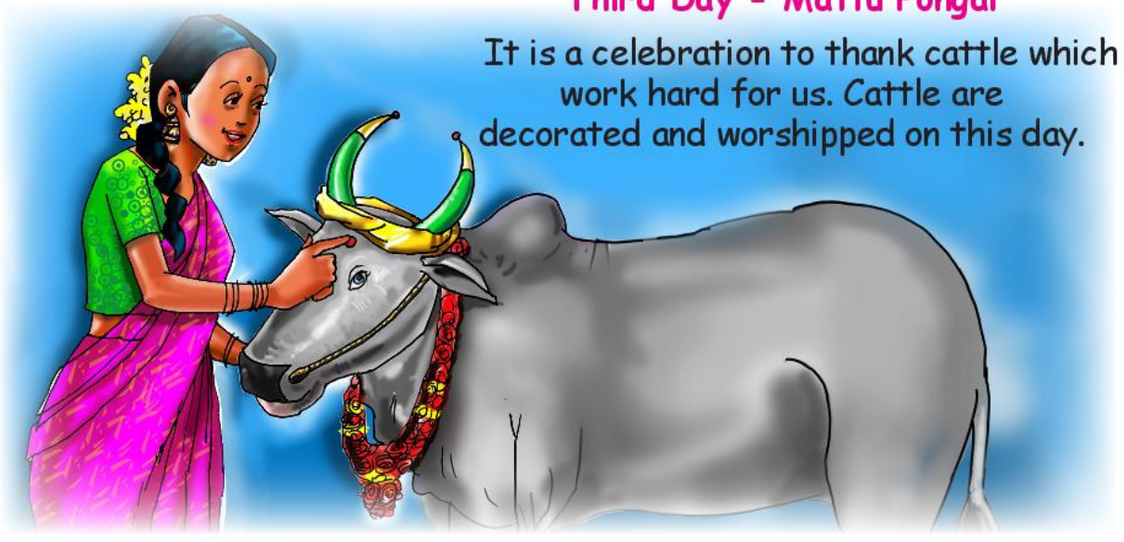
Second Day - Thai Pongal

On this day, people prepare pongal in a new pot with newly harvested rice. They worship and thank the Sun.



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Third Day - Mattu Pongal



It is a celebration to thank cattle which work hard for us. Cattle are decorated and worshipped on this day.

Fourth Day-Kanum Pongal (Uzhavar Thirunal)

It is a day for thanking the farmers. People also visit relatives, friends, temples and scenic spots and have fun together.



Tick (✓) the ingredients used to make sweet pongal.









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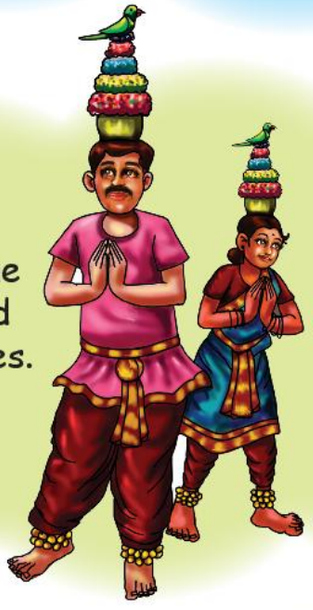
Local Festivals

Vanmathi went to see the local village festival with her grandfather. Observe the pictures and see what happened there.



Vanmathi rode on the Merry-go-round (Rattinam).

She watched the Karagattam and Puliyattam dances.





She bought colourful bangles, balloons and some toys.

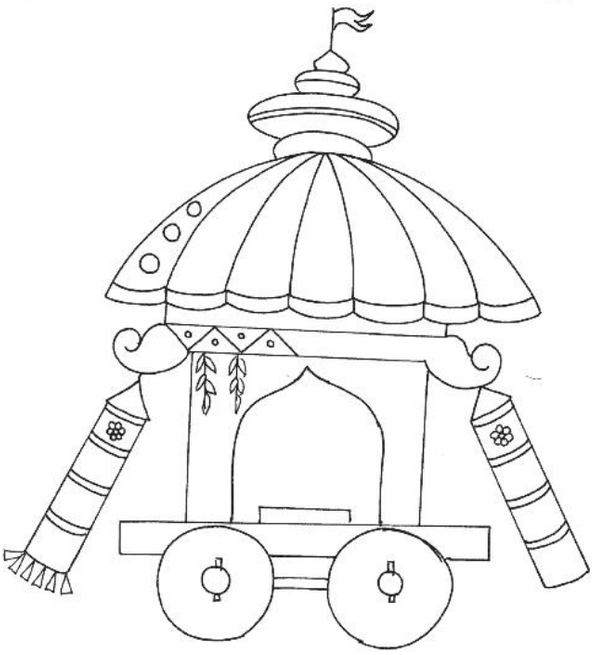






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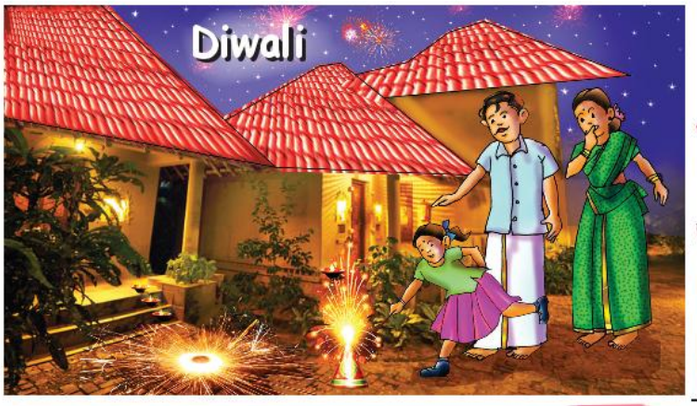
Complete the patterns, decorate and colour the temple car.



Festivals of Joy

Festivals like **Ramzan**, **Diwali** and **Christmas** are days of prayer, joy and sharing. On these days people wear new dresses and decorate their homes. They prepare special food items which they distribute to everyone.



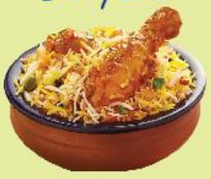


Christmas
(25th December)



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Special Food Items of Festivals

Diwali	Murukku 	Athirasam 
Ramzan	Biriyani 	Sheer Khurma 
Christmas	Cake 	Rose Cookies (Achu Murukku) 

Tick (✓) the correct way of bursting crackers.







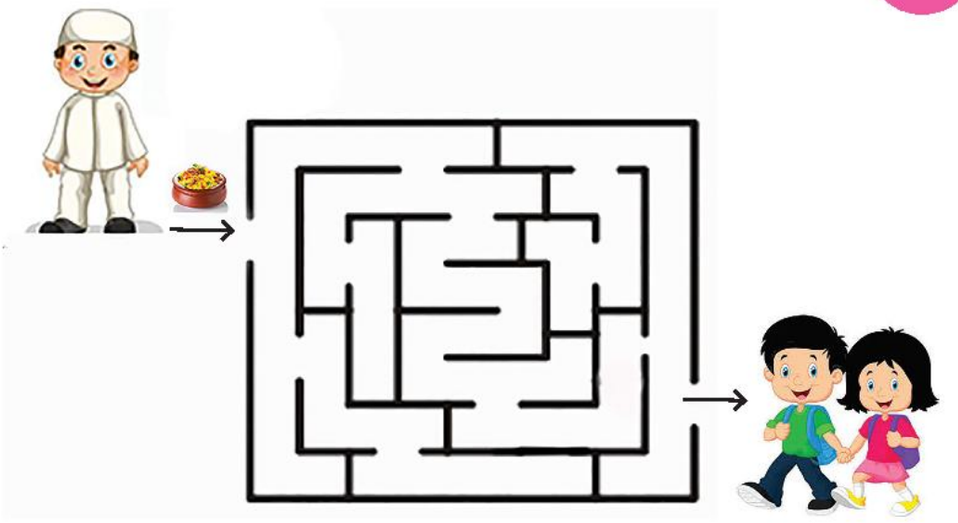






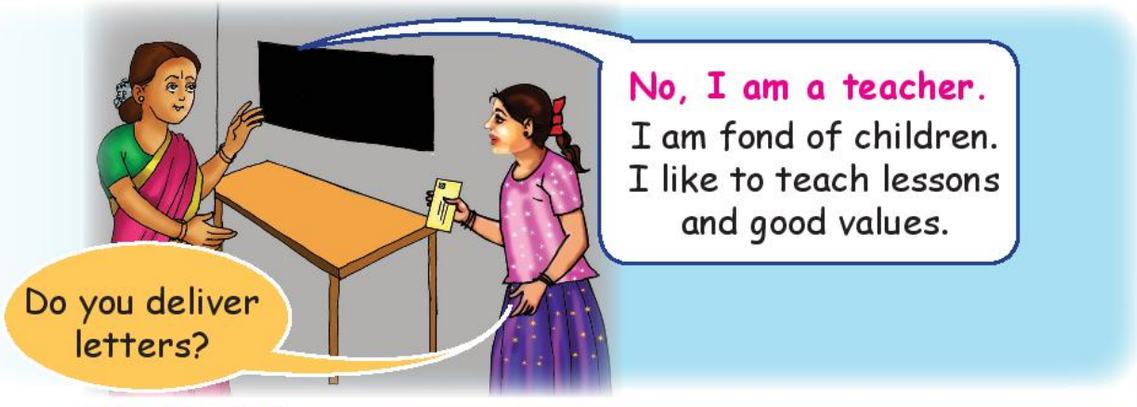
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Abdhul wants to give biriyani to Vanmathi and David.
Guide Abdhul to reach his friends.



Our Friends

Vanmathi wanted to send a letter to her friend.
Let us see whom she met on the way.





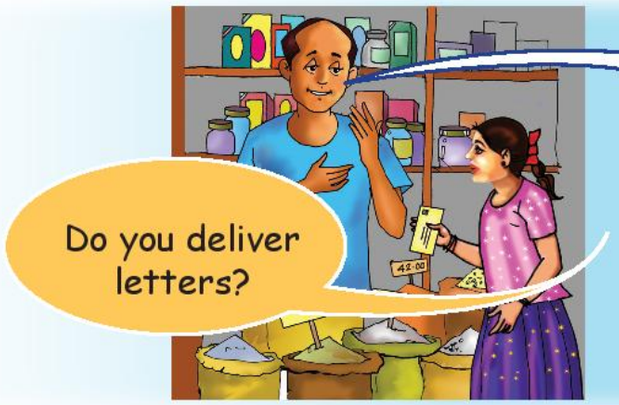
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No, I am a doctor.
I help sick people get well.



No, I am a nurse.
I am kind and care for the needs of sick people. I tie bandages and give injections.



No, I am a shopkeeper.
I measure and count goods and sell them in my shop.



No, I am a vegetable vendor.
I get fresh vegetables and sell them in the streets using my cart.

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Do you deliver letters?

No, I am a milkman.
I care for cows and buffaloes. I supply milk to people.



Do you deliver letters?

Yes, I do. I am a postman.
I collect letters from the postbox. I sort letters according to the address. I deliver the letters to the correct address.

Connect our friends to their work place.



Doctor

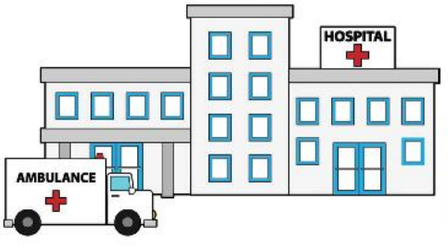


Policeman



Teacher







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Sequence the pictures by writing numbers from 1- 5.







DV318

Evaluation

1. Tick (✓) the objects that Vanmathi sees at the village festival.






2. Circle the things used to decorate your home on Pongal.






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3. Circle the things related to Ramzan.





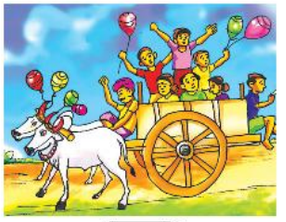

4. Circle the things related to Christmas.






5. Sequence the days of the Pongal festival from 1 to 4.






6. Who treats patients? Put a tick (✓) mark.





7. If you want to buy a pencil, where should you go? Put a tick (✓) mark.





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8. Match the pictures.










9. Connect the suitable helpers to the picture in the centre of each row.

a.





b.





c.







Self Evaluation

- I understand the importance of different festivals.
- I value the different roles of people in society.

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